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ABSTRACT

This model describes how the guidance staff at a hypothetical high school communicated the effectiveness of the guidance program to students, parents, teachers, and administrators. A description of the high school is presented, and guidance services and personnel are described. A conceptual model responding to student needs is outlined along with procedures for implementing the defined needs. Methods and forms necessary for assessing needs, establishing priorities, developing objectives, planning activities, and evaluating the program are included. The classification of information from needs assessment surveys into 17 categories is presented along with a planning and record sheet for each category that outlines categories, objectives, planned activities, staff involvement, timeliness, resources needed, and estimated costs. Listings are provided for activities and evaluation resources, and ACT publications for secondary school guidance programs. Appendices list program objectives for educational, career, social, and community domains and provide numerous worksheets for counselors. (NRB)

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RIVER CITY HIGH SCHOOL GUIDANCE SERVICES
A Conceptual Model

ACT Educational Programs and Services

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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INTRODUCTION

Counselors have a great deal of difficulty communicating the effectiveness of guidance programs to students, parents, teachers, and administrators. Although this difficulty is due in part to the nature of the counseling process, a better job can and must be done.

This workbook is a model which describes how the guidance staff at a hypothetical high school—River City—confronted the problem of effective communication through program accountability. Program accountability is a concept of increasing importance to guidance counselors. Employing accountability techniques and terms will result in improved planning and implementation, and in improved guidance programs.

Guidance by objectives is becoming or has become a fact of life for most guidance counselors. And this is good! It will cause everyone involved in the important task of helping students to ask the questions:

What am I doing?

Who am I doing it for?

What should I be doing?

Do I have the competence to do it?

Is what I am doing working?

The process will both strengthen the guidance profession *and* result in better guidance services for the students we serve together.

As with any model, the concepts and activities described here will probably have to be altered to meet the unique needs of individual students and schools. The model is intended to be a flexible guide that can be used by the single guidance counselor practicing in a small school, by a staff in a large school, by a system or district, or by an entire state. The services and materials of The American College Testing Program are an integral component of several of the activities described in the model.

ACKNOWLEDGMENTS

The American College Testing Program is indebted to the following individuals and agencies who contributed to the workbook format, the needs assessment design and survey, the student need categories, the accountability process, and many of the non-ACT-related examples of program activities.

Orville Schmieding, PhD, Supervisor, Counselor Education and **Allan Lindstrom,** EdD, Associate Professor, Counselor Education, both of South Dakota State University

Richard Parker, EdD, Administrator of Guidance and Counseling, Department of Education, State of South Dakota

Doug Herzog, Assistant Administrator, Office of Children and Youth, Pierre, South Dakota

These contributions were formatted in South Dakota in a needs assessment model. This activity was made possible by a grant funded by the U.S. Office of Education (OEG-0-71-4663) through the Career Guidance—Counseling and Placement Project, University of Missouri, Columbia, Charles G. Foster, Director of Guidance Services, Missouri Department of Elementary and Secondary Education, and the Division of Elementary and Secondary Education, Department of Educational and Cultural Affairs, State of South Dakota.

The American College Testing Program is indebted to the Texas Education Agency, Division of Guidance Services, for the information contained in its document, "Accountability in Guidance Services, A Guide for the Development of a Competency-Based, Outcome-Stated Guidance Plan," Austin, Texas, 1973, and to the Iowa State Department of Public Instruction and The University of Iowa, for the guidance objectives developed in the project, "Programmatic Development: Focus" (Appendix 1).

ACT is also indebted to the many secondary school counselors who, during workshop sessions, contributed many excellent suggestions and ideas for this revised edition.

ENDORSEMENTS

The River City model was first presented, on a trial basis, at workshops during the 1975-76 school year. The positive and supportive reception of the model by the guidance community has been most gratifying. The following responses are representative of many ACT has received from counselors and counselor educators.

The guidance and counseling profession must now prove to the public that we are worth the financial investment. We must demonstrate our unique contribution to education and show that counselors are sensitive to the needs of the school and the community. The River City model is an effective response to this accountability process.

—**Francis P. Larkin**
Director of Counseling
Middle Township High School
Cape May Court House
New Jersey

The River city model is a long overdue guide to helping those responsible for guidance programs "to get it all together." Properly adapted to local situations, the workbook process can guide program development to accomplish the task of serving students. As a counselor educator, I welcome this systematic approach. The workbook is a valuable resource and an excellent service to the profession.

—**Dr. W. D. Martinson,** Head
Counseling and Personnel Department
Western Michigan University
Kalamazoo, Michigan

The University of West Virginia Counselor Education Program, under the direction of Dr. Jeff Messing, is offering for the summer of 1976 a special topics credit course for Marion County counselors. The course will be based on the River City model. We plan to upgrade our guidance activities based on data obtained from the River City Needs Assessment.

—**Mrs. Evelyn Black,** Guidance Director
Marion County Schools
Fairmont, West Virginia

The Guidance Services Section of the Iowa Department of Public Instruction has, in cooperation with the Iowa Personnel and Guidance Association, conducted 15 workshops this past school year. These workshops were devoted to the River City conceptual model. Every geographic area of the state was covered and we are very pleased to indicate that 780 counselors were in attendance. This represents approximately 95 percent of all secondary school counselors in Iowa. The evaluations received at the conclusion of each session and the feedback we have received from counselors who participated indicate much interest in implementing the concept at the local level.

—**Giles J. Smith**
Chief of Guidance Service Section
Iowa Department of Public Instruction

River City High School Guidance Services is guidance and counseling by objectives. I am pleased to endorse this model for several reasons: First, it is a well-developed conceptual model that structures a guidance program for both the student and the counselor. The model begins with needs assessment of both the guidance services and each individual student.

Second, the model is quite inclusive in terms of student needs; i.e., students assess themselves on most of their basic needs, such as understanding of self and others, values clarification, decision making, and career awareness.

Third, the Needs Assessment Survey data are systematically analyzed so that high and low priorities for a given student as well as for a given school or school district can be determined. This allows for a focused intervention rather than some global strategies which are intended to be all things to all people, but often are too little and too late.

Fourth, specific exercises, strategies, and references are cited for each basic objective. Most models lack these kinds of specifics. Dr. Cal Catterall and I are currently completing a test that contains specific individual and group strategies of a preventative and remedial nature that would serve as a sourcebook for the activities (interventions) available to counselors.

Finally, the River City model contains several recording forms that allow for continuous data collection on each student and school—a built-in progressive evaluation tool so necessary and yet so often missing in most guidance programs.

I am pleased to endorse ACT's River City High School Guidance Services: A Conceptual Model.

—G. M. Gazda
Professor of Education
University of Georgia
and Consulting Professor, Department of Psychiatry
Medical College of Georgia
Athens, Georgia

The American College Testing Program is committed to the advancement of the guidance profession. We trust the revised edition of the River City model will continue to contribute to the mission of guidance programs.

RIVER CITY, U.S.A.—A DESCRIPTION

Size of Community: 20,000
Industry: Light manufacturing, agriculture, distribution
High School Enrollment: 1,350 (Grades 10-12)
High School Enrollment by Curriculum Emphasis:

College Prep/General	65%
Home Economics	15%
Agriculture	5%
Business	10%
Trade and Industry	5%

Average Attrition Rate 10th Grade to Graduation: 16%
Postsecondary Institutions:

- Area technical/community college in city, enrollment 1,500
- Private 4-year liberal arts college in city, enrollment 900
- Private business college in city, enrollment varies
- State university, 90 miles, enrollment 14,000
- State college, 60 miles, enrollment 6,000

Graduate Placement:

4-year colleges	40%
2-year colleges	25%
Employment	20%
Private/trade/business	5%
Miscellaneous	5%
Unknown	5%

Guidance Services — A Statement of Purpose

The guidance department in River City High School exists to help students integrate academic and personal development. It is an integral part of the instructional program of the school.

Some of the primary activities of the school counselors are counseling with students, consulting with "significant others," and coordinating guidance functions with other aspects of the instructional program.

Counseling is done both individually and in groups. The "significant others" who are involved include teachers, administrators, parents and other family members, a wide variety of school and community resource people, and others important in the life of an individual student.

The goal of the guidance department is the enhancement of each student's self/career development within the student's total environment.

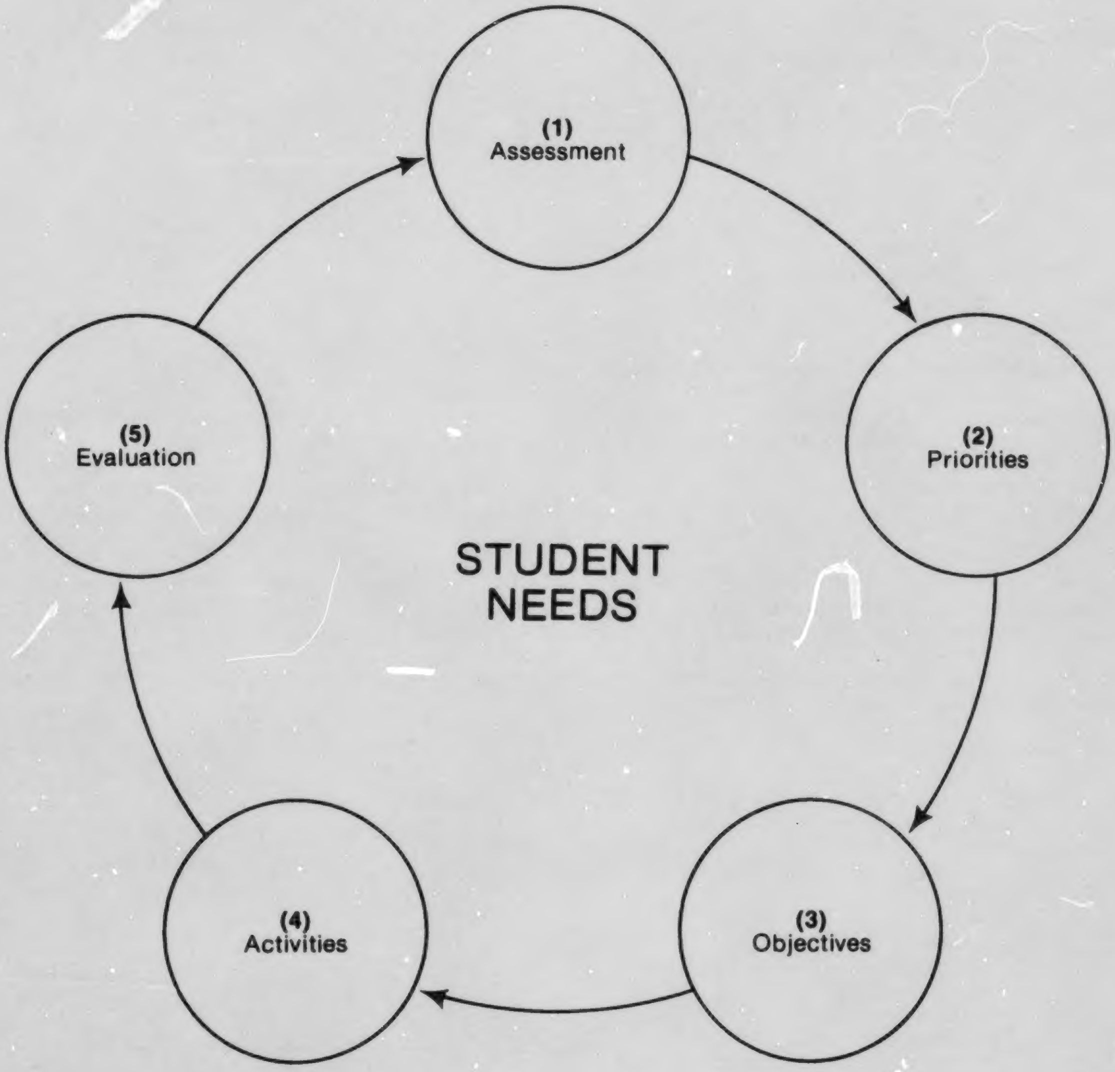
Counseling Staff

Director/counselor—full time—reports directly to the principal
Two counselors—full time
One counselor—half time
School psychologist—resource person
Guidance committee:

- Director
- Counselor
- Vice Principal
- Two instructors
- Two parents
- Two students
- One noninstructor, i.e., school bus driver, custodian, cook

THE CONCEPTUAL MODEL

The Director of Guidance at River City High School was charged by the administration to develop a planning, implementation, and evaluation system for the guidance services. After examining traditional guidance programs organized around service areas, the Guidance Committee decided that a conceptual model which responded directly to the identified needs of a particular constituency, primarily students, was needed. Such a model would provide data to help River City staff evaluate the effectiveness of guidance activities. Accordingly, the conceptual model which follows was introduced.



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IMPLEMENTING THE NEEDS CONCEPT

Assessment of Needs

Needs assessment is a data-gathering technique useful in establishing priorities and program objectives. It can be used to identify the unique needs of students at a particular school.

The technique can help the counselor answer the question, "What are the most important needs of students to be satisfied by a guidance program?" In addition, it can help identify needs which may be met more adequately by other school programs or by a combination of school *and* community programs. Ideally, as a result of a student needs assessment, all relevant school and community resources will join to meet the identified needs of students.

The Needs Assessment Survey adapted for use at River City is offered only as an example of this technique. **The survey format, item content, response format, and scoring technique may be altered to fit local situations.**

A. *Competency required:*
The guidance staff must be able to assess the needs and expectations of the population(s) to be served.

B. *Outcome-stated objective.*
Obtain data indicating the needs and expectations of the population(s) to be served.

PROCEDURE	OUTCOME
Collect and analyze data	Data collected and analyzed
Identify decision makers and resource people	A listing of all those whose decisions and expertise are needed in order to use the obtained data.
Identify areas of concern of the population(s) to be served (Assessment Survey)	A listing of the areas of concern of the population(s) to be served (Assessment Survey results)
Identify population(s) to be served (pupils, parents, teachers, administrators, ethnic compositions, socio-economics, etc.)	A listing of all populations to be served

Establishing Priorities

The data obtained from a needs assessment will very likely identify more needs than can realistically be met with the limited staff, time, budget, facilities, etc., available. Therefore, the second step in implementing the needs concept is to establish a priority listing of student needs as a focus for guidance objectives.

A. *Competency required:*
The counselor must be able to determine guidance priorities based on identified needs.

B. *Outcome-stated objective:*
Establish priorities for identified student needs of the populations to be served based on the optimum use of available personnel and resources.

PROCEDURE	OUTCOME
Organize the statement of student needs based on guidance priorities	A priority listing of student needs
Reconcile the differences between personnel competencies, present program, and the needs assessment (compare what is and what ought to be)	A listing reconciling the differences between present program and expressed student needs
Define the existing conditions (personnel and resources) and any changes that should be made as identified by the priority listing of student needs	A priority statement of the organizational structure of personnel and resources required to accomplish changes from existing to desired conditions

Developing Objectives

An objective is a statement of a measurable, desired outcome. Developing objectives is an important but difficult task. When completed the objectives should communicate what the guidance program intends to accomplish.

Most current guidance programs are excellent sources of unwritten objectives. For each guidance activity or set of activities an objective can be derived. However, the staff should carefully evaluate present guidance activities or sets of activities in terms of the priority listing of student needs to determine which objectives should be retained in the new objective-based guidance program.

A. *Competency required:*
The counselor must be able to formulate measurable objectives
from identified needs and priorities.

B. *Outcome-stated objective:*
Priority student needs will be used to formulate measurable
statements of purpose.

PROCEDURE	OUTCOME
Determine the systematic approach to be used in classifying the types of objectives so as to achieve an economy of thought and action (i.e., individual counseling, group, career testing, etc.)	A systematic approach for the classification of objectives
Define objectives in outcome-stated terms	Criteria which measure the achievement of objectives
Establish timeline for achievement of the classified, defined, outcome-stated objectives	An established timeline
Develop a plan for gathering and interpreting data to appraise the effectiveness of the objectives (observation, survey, testing, etc.)	A plan for gathering and interpreting data to appraise effectiveness of programs in meeting objectives

Planning Activities

Activities are the things guidance counselors do to bring about the outcomes stated in the objectives. Activities should be specific, include a timeline, and identify the resources and costs necessary to complete the activity. Specific responsibility for an activity should be assigned to an individual staff member.

Activities which have proven successful in the past will be retained, innovations will be added, other resources contacted, and professional inservice planned. New activities may need to be preceded by public relations efforts and by the involvement of counselor, staff, and community resources.

A. *Competency required:*
The guidance staff must be able to formulate specific activities designed to achieve objectives.

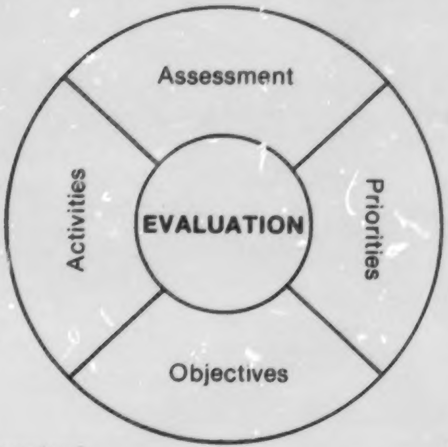
B. *Outcome-stated objective:*
Specific activities relevant to achieving objectives will be formulated.

PROCEDURE	OUTCOME
Develop activities to achieve defined objectives	A listing of activities to achieve defined objectives
Describe personnel, material, and financial resources necessary for activities to accomplish objectives	A written description of the personnel, material, and financial resources needed to carry out activities that will accomplish objectives
Develop a sequential plan of action coordinating resources necessary, with each activity on a timeline	Each process contains measurable statement(s) of desired pupil outcome

Evaluating the Program

The importance of evaluation can hardly be overstated. Evaluation of each activity determines the degree to which the stated objective has been achieved. Evaluation may involve no more than determining the frequency with which an activity occurred, or it may include sophisticated statistical analysis.

In developing methods of evaluation, it is important to look at the student behaviors, performance, or participation that demonstrate an objective has been achieved. Evaluation should be ongoing and will inevitably suggest amendments or changes in objectives and activities.



A. *Competency required:*
The counselor must be able to coordinate continuing evaluation.

B. *Outcome-stated objective:*
The evaluation will provide indicators of program progress and the need for modification.

PROCEDURE	OUTCOME
Develop a specific evaluation design for the objectives of the guidance program	A written and oral evaluation report presented to decision makers
Develop a recycling plan to feed the evaluation of a given objective or process back to the needs assessment or other appropriate phase of planning.	A recycling plan
Communicate evaluation results to decision makers in usable form	A design for the evaluation of the guidance program

ASSESSMENT OF NEEDS—ESTABLISHING PRIORITIES

Data Collection

River City High School administers the Needs Assessment Survey to all students each February in order to facilitate planning for the following year.

Classroom teachers, primarily in the language arts department, are the key people involved in the collection of data. During a meeting with the Director of Guidance prior to each administration, the teachers review administration techniques and procedures.

In addition to the annual school-wide collection of data, selected items are administered to specific groups following certain activities. Data from these specific groups are key elements in the evaluation of those activities.

By comparing data obtained in a controlled trial administration, the Guidance Committee determined that students would be asked to identify themselves on the Needs Assessment Survey. The trial administration demonstrated no response differences between a group who identified themselves and an anonymous group. With identification, counselors may find the individual response sheets helpful in counseling situations.

Modifications of the Needs Assessment items could be developed for administration to seniors prior to graduation to obtain evaluation data.

Other modifications could be made to the Needs Assessment items for administration to teachers, parents, employers, or other community groups. The nature of needs assessment items can enhance faculty, parent, and community awareness of student needs and the functions of a guidance program. The needs assessment gives students a chance to influence the development of their guidance program. These group data can also be invaluable in demonstrating differences between students' perceptions of their own needs compared to the perceptions of others.

The Needs Assessment Survey adapted by River City is an example of one instrument. Preliminary reliability and validity studies on a similar instrument may be obtained from Dr. Allan Lindstrom, South Dakota State University, Brookings, South Dakota. Other similar kinds of needs assessment surveys have been developed by local schools, state departments, and a variety of publishers. (See Appendix for examples.)

Category Classification

The second step in establishing the priority of student needs is to translate the Needs Assessment Survey items and data into meaningful and manageable catogories. Seventeen such categories were identified by the River City Guidance Committee. Individual Needs Survey items were assigned on a logical basis to each category and the response data were translated to determine categorical, as well as item, priority. Some items were used in more than one category because of the overlapping characteristics of the items.

The 17 categories and the support items were classified and tabulated.

Classification

Category 1: UNDERSTANDING AND ACCEPTING SELF
Item 1: To know more about my abilities, interests, and other characteristics.
Item 2: To understand, accept, and like myself better.
Item 3: To develop more confidence in myself.
Item 4: To understand how my feelings affect my behavior.
Item 5: To be more accepting of my physical appearance.

Category 2: DEVELOPING RESPONSIBILITY FOR SELF
Item 6: To set goals in life.
Item 7: To learn better to tell others how I feel.
Item 8: To be a better listener and respond better to others.
Item 9: To state my own views.

Category 3: UNDERSTANDING OTHERS
Item 10: To better understand teachers.
Item 11: To better understand people older than me.
Item 12: To become more accepting of others.
Item 13: To build trusting relationships with others.
Item 8: To be a better listener and respond better to others.

Category 4: BEING UNDERSTOOD BY OTHERS
Item 14: To have someone listen to me when I have problems.
Item 15: To know how to get along better with my family.
Item 7: To learn better to tell others how I feel.
Item 59: To talk about personal concerns with a counselor.

Category 5: RELATING TO OTHERS
Item 16: To have better relationships with teachers.
Item 17: To have better relationships with other students.
Item 18: To know how to get along better with members of the other sex.
Item 19: To develop more friendships with both sexes.
Item 15: To know how to get along better with my family.

Category 6: CLARIFYING VALUES
Item 20: To understand my religious beliefs more clearly.
Item 21: To understand more about sex and love.
Item 22: To understand my values and the use/abuse of drugs, including alcohol.
Item 23: To become more tolerant of persons whose views differ from mine.
Item 43: To know how the things that are important to me affect my career choice.

Category 7: ASSESSING SELF
Item 24: To know more about my strengths and weaknesses.
Item 25: To better understand my standardized test scores.
Item 26: To understand what I can realistically achieve.
Item 1: To know more about my abilities, interests, and other characteristics.

Category 8: UNDERSTANDING SEXUAL IDENTITY
Item 30: To understand the impact of my sex on my career choice.
Item 31: To understand the changing roles and expectations of men and women.
Item 18: To know how to get along better with members of the other sex.
Item 19: To develop more friendships with both sexes.
Item 21: To understand more about sex and love.

Category 9: UNDERSTANDING OTHER STUDENTS' IDENTITIES
Item 2: To understand, accept, and like myself better.
Item 3: To develop more confidence in myself.
Item 7: To learn better to tell others how I feel.
Item 12: To become more accepting of others.
Item 13: To build trusting relationships with others.
Item 1: To know more about my abilities, interests, and other characteristics.

Category 10: MAKING DECISIONS
Item 27: To know how to assess and evaluate my goals.
Item 28: To learn how to make decisions.
Item 29: To learn ways to adapt to a changing world.
Item 6: To set goals in life.

Category 11: DEVELOPING CAREER AWARENESS
Item 42: To understand the impact of work on my life.
Item 43: To know how the things that are important to me affect my career choice.
Item 44: To know more about possible careers and the world of work.
Item 40: To become more aware of educational alternatives after graduation.
Item 41: To become aware of career training offered in my high interest areas.

Category 12: EXPLORING CAREERS
Item 45: To talk with people employed in my high interest areas.
Item 46: To get some on-the-job experiences in my high interest areas.
Item 47: To do an in-depth exploration of jobs which relate to my interests and abilities.
Item 48: To have actual on-the-job experience to know what it is like to be employed.

Category 13: SELECTING COURSES AND MAKING EDUCATIONAL PLANS
Item 32: To select more school courses by myself.
Item 33: To know more about graduation requirements.
Item 34: To find more courses relevant to my future.
Item 35: To receive more help in selecting courses.
Item 36: To find courses which are appropriate to my educational needs.

Category 14: MAKING PLANS BEYOND GRADUATION
Item 37: To know how to prepare for careers in which I am interested.
Item 38: To know how the courses I am taking relate to my career plans.
Item 39: To know about financial aids for continuing education beyond graduation.
Item 40: To become more aware of educational alternatives after graduation.
Item 41: To become aware of career training offered in my high interest areas.

Category 15: PLANNING CAREERS
Item 49: To know how important people influence my career choice.
Item 50: To develop career plans and goals.
Item 51: To talk to a counselor about career plans.
Item 52: To have my parents involved in my career plans and to talk more with my parents about my career plans.
Item 37: To know how to prepare for careers in which I am interested.

Category 16: FINDING JOBS AND CAREERS
Item 53: To know what jobs are available locally.
Item 54: To know where and how to start looking for a job.
Item 55: To know how to apply and interview for jobs.
Item 56: To have help to obtain part-time and/or summer work.
Item 57: To know more about job opportunities in my high interest areas.

Category 17: UNDERSTANDING THE GUIDANCE PROGRAM
Item 58: To get to know my counselor/advisor better.
Item 59: To talk about personal concerns with a counselor.
Item 60: To become more fully aware of the guidance and counseling services.

I NEED:	No Need	A Weak Need	A Moderate Need	A Strong Need	The Need Is Being Met	The Need Is Partially Being Met	The Need Is Not Being Met
56 To have help to obtain part-time and/or summer work	☐	☐	☐	☐	☐	☐	☐
57 To know more about job opportunities in my high interest areas	☐	☐	☐	☐	☐	☐	☐
58 To get to know my counselor/adviser better	☐	☐	☐	☐	☐	☐	☐
59 To talk about personal concerns with a counselor	☐	☐	☐	☐	☐	☐	☐
60 To become more fully aware of the guidance and counseling services	☐	☐	☐	☐	☐	☐	☐

List below any additional needs you feel are important to you and the degree to which they are being met.

	☐	☐	☐	☐	☐	☐	☐
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Name ____________________
Grade ____________________
School ____________________
Date ____________________

River City High School Guidance Services
NEEDS ASSESSMENT SURVEY

By participating in this needs assessment survey, you can help us plan school and community activities that will better serve you. What is a need? Needs are requirements we all have for a full, happy, and meaningful life. They range from needs for food and sleep to needs for social, educational, and personal development. Our needs differ from each other in the degree in which we feel them; some needs are strong, others weak. Some of our needs are being met, totally or partially, in a variety of ways: at home, or through school, church, or friends. Other needs are perhaps not being met at all.

Please read the directions before responding to the survey items; if you have any questions, ask your counselor. Thank you for your assistance.

DIRECTIONS:

1. First read the item and consider it carefully.
2. If you decide you have no need, check the box beside the item in the column **no need** and proceed to the next item. Do not check any other boxes for that item.
3. If you decide you have a need, leave the **no need** box empty and check the box of your choice in the column under **NEED RESPONSE**. If you check a box under **NEED RESPONSE**, be sure to also check a box under the **SATISFACTION RESPONSE** choices.

EXAMPLES:

ITEM		NEED RESPONSE			SATISFACTION RESPONSE		
I NEED	No Need	A Weak Need	A Moderate Need	A Strong Need	The Need Is Being Met	The Need Is Partially Being Met	The Need Is Not Being Met
A. To wear glasses. (**Note:** Because the answer is **no need**, all other responses are left blank.)	☒						
B. To breathe cleaner air. (**Note:** This example shows a **strong need** that is only partially being met.)	☐	☐	☐	☒	☐	☒	☐
C. To develop better study habits. (**Note:** This example shows a **weak need** that is not being met.)	☐	☒	☐	☐	☐	☐	☒

Please proceed to the remaining items.

I NEED	No Need	A Weak Need	A Moderate Need	A Strong Need	The Need Is Being Met	The Need Is Partially Being Met	The Need Is Not Being Met
1 To know more about my abilities, interests, and other characteristics	☐	☐	☐	☐	☐	☐	☐
2 To understand, accept, and like myself better	☐	☐	☐	☐	☐	☐	☐
3 To develop more confidence in myself	☐	☐	☐	☐	☐	☐	☐
4 To understand how my feelings affect my behavior	☐	☐	☐	☐	☐	☐	☐
5 To be more accepting of my physical appearance	☐	☐	☐	☐	☐	☐	☐

I NEED.	No Need	A Weak Need	A Moderate Need	A Strong Need	The Need Is Being Met	The Need Is Partially Being Met	The Need Is Not Being Met
6. To set goals in life							
7. To learn better to tell others how I feel.							
8. To be a better listener and respond better to others.							
9. To state my own views.							
10. To better understand teachers.							
11. To better understand people older than me.							
12. To become more accepting of others.							
13. To build trusting relationships with others.							
14. To have someone listen to me when I have problems.							
15. To know how to get along better with my family.							
16. To have better relationships with teachers.							
17. To have better relationships with other students.							
18. To know how to get along better with members of the other sex.							
19. To develop more friendships with both sexes.							
20. To understand my religious beliefs more clearly.							
21. To understand more about sex and love.							
22. To understand my values and the use/abuse of drugs, including alcohol.							
23. To become more tolerant of persons whose views differ from mine.							
24. To know more about my strengths and weaknesses.							
25. To better understand my standardized test scores.							
26. To understand what I can realistically achieve.							
27. To know how to assess and evaluate my goals.							
28. To learn how to make decisions.							
29. To learn ways to adapt to a changing world.							
30. To understand the impact of my sex on my career choice.							

I NEED.	No Need	A Weak Need	A Moderate Need	A Strong Need	The Need Is Being Met	The Need Is Partially Being Met	The Need Is Not Being Met
31. To understand the changing roles and expectations of men and women							
32. To select more school courses by myself							
33. To know more about graduation requirements							
34. To find more courses relevant to my future							
35. To receive more help in selecting courses							
36. To find courses which are appropriate to my educational needs							
37. To know how to prepare for careers in which I am interested							
38. To know how the courses I am taking relate to my career plans							
39. To know about financial aids for continuing education beyond graduation							
40. To become more aware of educational alternatives after graduation							
41. To become aware of career training offered in my high interest areas							
42. To understand the impact of work on my life							
43. To know how the things that are important to me affect my career choice							
44. To know more about possible careers and the world of work							
45. To talk with people employed in my high interest areas							
46. To get some on-the-job experience in my high interest areas							
47. To do an in-depth exploration of jobs which relate to my interests and abilities							
48. To have actual on-the-job experience to know what it is like to be employed							
49. To know how important people influence my career choice							
50. To develop career plans and goals							
51. To talk to a counselor about career plans							
52. To have my parents involved in my career plans and to talk more with my parents about my career plans							
53. To know what jobs are available locally							
54. To know where and how to start looking for a job							
55. To know how to apply and interview for jobs							

TABULATING AND ANALYZING THE DATA

The procedure which naturally follows data collection is systematic tabulation and analysis of the data so they can be understood and applied. Data analysis is simplified when data are organized to answer specific questions and analysis techniques are adapted to the abilities and resources of the analyzer.

The River City Guidance Staff wanted three questions answered by their data:

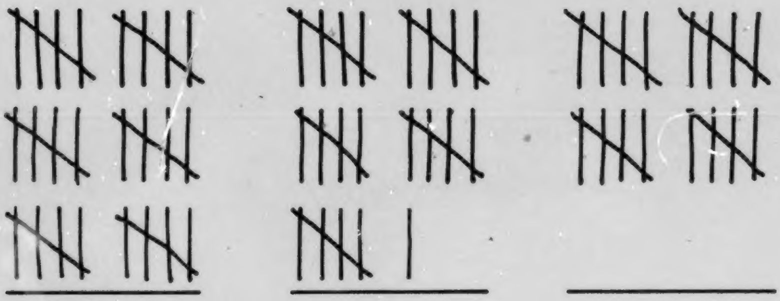
1. What do students at River City identify as their strongest needs?
2. How well do these students think these needs are being met?
3. Can we do a better job of allocating our resources to meet unmet needs?

To answer these questions, River City elected to use a double scoring technique to establish item and category priorities. This double scoring technique is described in detail. Alternate scoring options are discussed later.

The Double Scoring or Ratio Method of Tabulation

First, tally each item. If "no need" is marked, disregard and move on to the next form.

EXAMPLE

ITEM	**NEED RESPONSE**		
	WEAK	**MODERATE**	**STRONG**
1.			
TOTALS	**30**	**26**	**20**

In the example above, 76 students marked a need response box for item 1. To compute the Need Index, the "weak," "moderate", and "strong" responses are totalled to become the equation denominator.

$$W(30) + M(26) + S(20) = N(76)$$

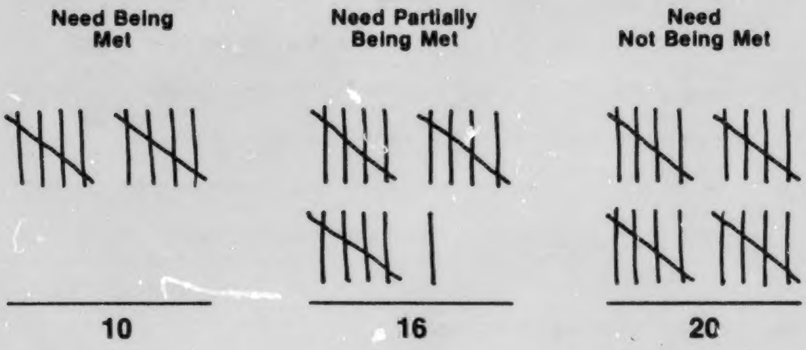
At this point in developing the Need Index, the "weak need" responses are eliminated and only the "moderate" and "strong" need responses are combined to produce the equation numerator.

$$M(26) + S(20) = N(46)$$

The Need Index now becomes $\frac{46}{76} = .61$, or by moving the decimal two places to the right, 61.

In determining the Satisfaction or Not Met Index, only the "moderate" and "strong" responses (N-46) from the need responses are tallied.

SATISFACTION RESPONSE



The Satisfaction or Not Met denominator becomes:

NM(10) + NPM(16) + NNM(20) = N(46)

The numerator is obtained by eliminating the "need met" responses and combining the "need partially met" and the "need not met" responses.

NPM(16) + NNM(20) = N(36)

The Satisfaction or Not Met Index equation now becomes:

$\frac{36}{46}$ **and the index .75 or 75.**

These two ratio indices, 61 and 75, are now plotted on the Priority Quadrant Chart on page 24 to determine the priority of the item.

Method for Determining a Need Response Index and a Satisfaction Response or Not Met Index for Each Category

The technique used to determine category indices is essentially the same as that used to determine item indices. Using the Needs Assessment Data Summary Sheet, simply add the column entries for each item and compute the resulting equation. This procedure is demonstrated in the following illustration.

Establishing Priorities

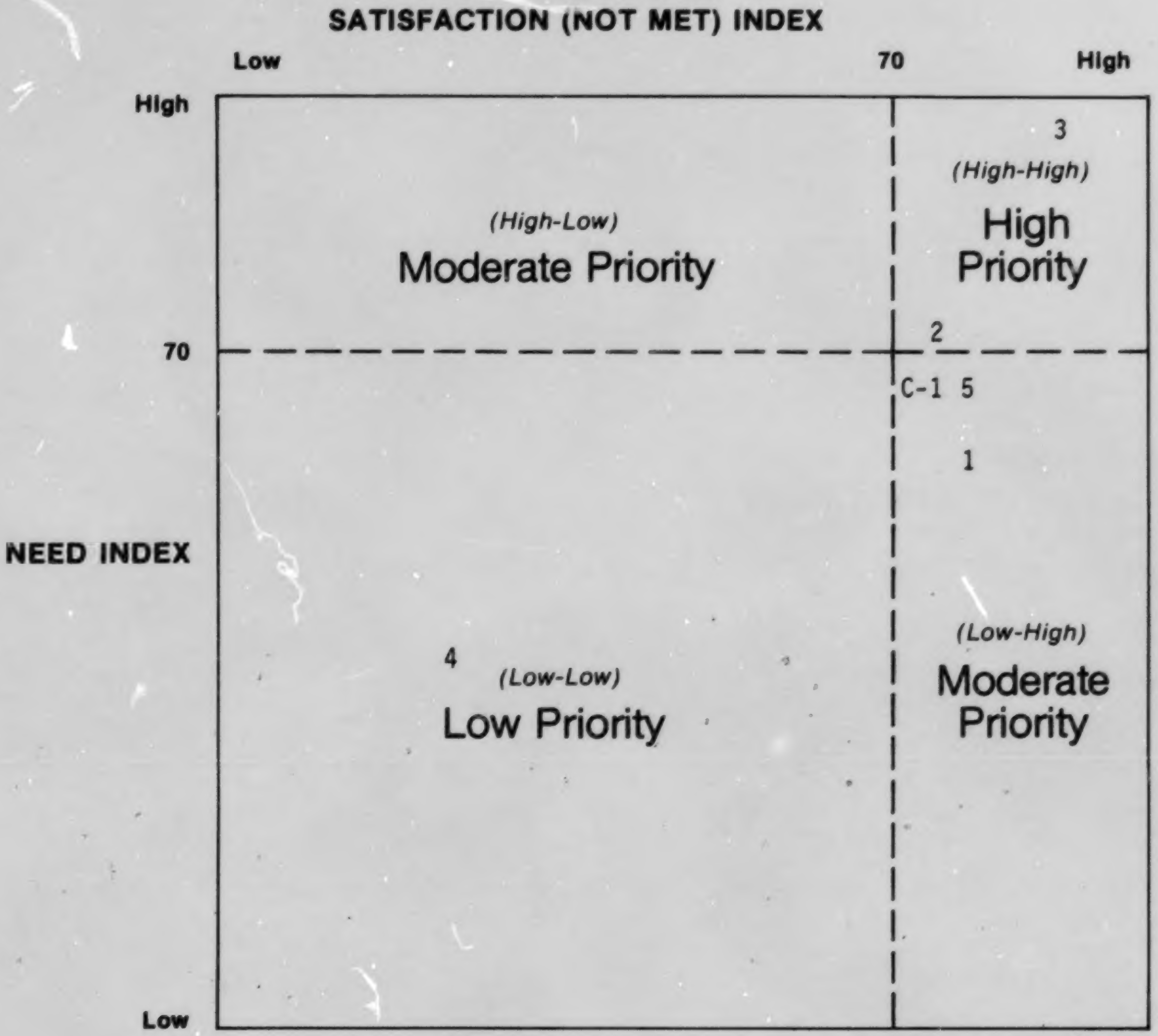
The Need Index and the Satisfaction (Not Met) Index are essential data for establishing priorities. Several techniques can be used to convert these index numbers to a priority classification. One method would be to make a direct ratio comparison and on an a priori basis, establish a ranking for each item within a category and for each category. When the Need Index and the Satisfaction (Not Met) Index have been computed for each item and category, it is a relatively simple matter to determine the order of items and categories in priority rank.

NEEDS ASSESSMENT DATA SUMMARY SHEET

NEED RESPONSES				NEED INDEX	SATISFACTION RESPONSES			SATISFACTION (NOT MET) INDEX
Item No.	Weak Need	Moderate Need	Strong Need		Need Being Met	Need Partially Being Met	Need Not Being Met	
1	**30**	**26**	**20**	$\frac{46}{76}$ = **.61**	**10**	**16**	**20**	$\frac{36}{46}$ = **.78**
2	**20**	**30**	**15**	$\frac{45}{65}$ = **.69**	**12**	**23**	**10**	$\frac{33}{45}$ = **.73**
3	**5**	**38**	**24**	$\frac{62}{67}$ = **.93**	**8**	**35**	**18**	$\frac{53}{62}$ = **.85**
4	**37**	**15**	**10**	$\frac{25}{62}$ = **.40**	**19**	**3**	**3**	$\frac{6}{25}$ = **.24**
5	**28**	**20**	**20**	$\frac{40}{68}$ = **.59**	**15**	**5**	**25**	$\frac{30}{40}$ = **.75**
Cat 1	☒	**129**	**89**	$\frac{218}{338}$ = **.64**	☒	**82**	**76**	$\frac{158}{218}$ = **.72**

Another technique to establish priorities would be to locate the Need Index number and Satisfaction (Not Met) Index number in a quadrant as illustrated below.

PRIORITY QUADRANT MATRIX



River City elected to use .70 as the cutting line for the cell divisions. However, these divisional lines could be arbitrarily determined at different points.

In the illustration, Item 1, which has a Need Index of 61 and a Satisfaction Index of 75, has been located in the low-high cell; thus it is classified as a moderate priority item. Items 2 and 3 would be in the high-high cell and be classified high priority. Item 4, with indices of 40-24, would be a low priority item. Item 5 falls in the moderate priority cell.

The indices for the category C-1, which are 65-72, place it in the moderate cell.

ALTERNATE SCORING OPTIONS

The advantage of using the double scoring or ratio method is obvious. It permits a differential comparison through the two indices. The disadvantage is that, without data processing equipment, it is time consuming to score. Regardless of the scoring option used, large schools should consider scoring only a sample of the responses from a total population. Other scoring techniques to consider include:

1. Count only the responses to the items in the "strong need" column. Priority rank ordering would then be accomplished by going from the item with the highest number of "strong need" responses to the lowest.

2. A variation of the above, yet simple to score, would be to combine the "strong need" and "moderate need" responses and rank order as above.

3. Still another technique would be to reword the response sets in a manner such as:

   Response Key:

   A. Strong or moderate need being met
   B. Strong or moderate need being partially met
   C. Strong or moderate need not being met
   D. Need not being met
   E. No need

Scoring would follow a rank order of the responses with the highest count to the lowest.

4. Some schools may have access to a computer. If so, the counselor will have to explain to the programmer how the data are to be treated. Student responses could be collected on a mark sense answer sheet or keypunched to cards from a regular answer sheet. Data can be obtained for each item and each category by sex, class, grade point average, or other subgroup classification. The counselor might want to work with a math or data processing class in generating data from the Student Need Assessment Survey. Scoring services might also be arranged through a local postsecondary institution's data processing center, a district educational resource center, or the state department of education.

5. For 1976-77, The American College Testing Program will offer scoring services as described in Appendix 5.

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DEVELOPING OBJECTIVES AND PLANNING ACTIVITIES

Following the priority classification of the data, the River City staff was ready to plan the guidance program for the coming year. They held a 1-week in-service workshop to develop objectives, plan activities, and determine their evaluation techniques.

First they developed a Planning and Record Worksheet. One or more of these worksheets for each objective were next assembled into a master record book which became, in effect, the staff's contract with students, administration, and parents. It was used for periodic communication as well as for the end-of-year report.

As the examples in this model show, the individual worksheets were designed to identify each of the 17 categories and their priority classification. The worksheet also shows an example of an objective the staff developed for that category and the activities they planned to meet that objective. Additional space was provided for staff assignments, an activity time frame, resource references, and cost estimate All entries were coded for easy reference in staff and administrative reporting and for budget requests. The final entry on the planning record sheets is for evaluation summary statements of methods and actual performance.

As the objectives and activities were developed, the staff operated from the following guidelines.

Objectives
1. Statements of desired outcomes
2. Identify what is to be accomplished
3. Identify for whom it is to be accomplished
4. Must be measurable in terms of whether they were achieved and, if possible, degree of achievement. This qualitative measure may be within the specific activities

Activities
1. The things counselors do with and for students
2. Must be specific
3. Include a timeline
4. Identify resources necessary to complete the activity
5. Must be measurable in terms of outcome

EVALUATION

Evaluation is necessary for several reasons. Evaluation data provide the basis for responses to the question of accountability and lead to an understanding of the kinds of activities which contribute most effectively to reaching stated objectives. Evaluation also provides for a reassessment of student needs on a regular basis. A variety of methods can be used to generate evaluative data. Published instruments are available and local instruments can be created.

The guidance committee at River City High School decided to focus on three aspects of evaluation:

A. Activity participation accounting
B. Activity-related performance ratings
C. Reassessment of student needs

A—Activity Participation Accounting

For River City High School, simple accounting was achieved by answering the following questions for each planned activity:

Was the activity completed according to the planned schedule?

What activities were added to the program? Why?

What activities were deleted from the program? Why?

What activities were planned and initiated, but not completed? Why?

What was the number of students, parents, teachers, and community resource people participating in each activity?

B—Activity-Related Performance Ratings

The measurement of the value of each of the planned activities in terms of performance ratings, behavior change, or attitude evaluation is a more difficult task. Several methods are suggested.

1. PRE- AND POST-ACTIVITY QUESTIONNAIRES, SURVEYS, AND INVENTORIES
   These techniques can be used to obtain a measure of the growth of students involved in a specific activity. As a part of the post-activity assessment, the same instrument could be administered to a group of students who did not participate in the activity. This kind of treatment/control comparison will provide data which set the planned activity apart from the total school program as a factor in the lives of students.

2. THEN-NOW TECHNIQUE (see Appendix 6)
   This method can be used at the completion of an activity. For example, a selected number of specifically written items, probably no more than 15, could be given to parents and/or students following a 2-hour evening session on the topic, "understanding postsecondary financial aid programs and procedures." Typical items might be "I understand the package concept"; "I understand how to complete the Family Financial Statement."

3. TESTIMONIALS
   A testimonial questionnaire might ask such questions as:
      Was the group counseling a valuable activity for you?
      Would you like to participate again in the future?
      Do you feel you now have a greater understanding of yourself?
      Do you feel you now have a greater acceptance of yourself?
      Would you recommend group guidance activities to your friends or others in your family?

Other questions might be added to the questionnaire if an activity related to more than one student need. For example:

> Do you now have a greater understanding of other students?
>
> Do you feel that others now understand you better?

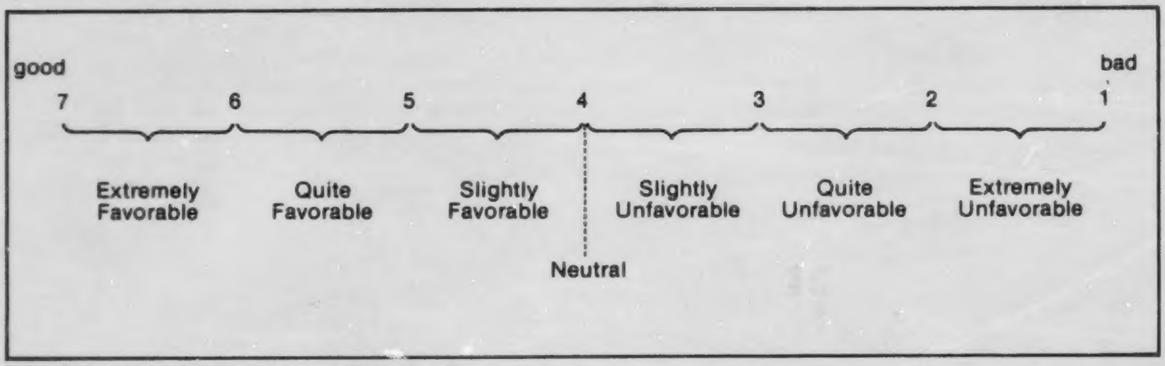
With simple changes in the wording, the questionnaire could be administered to parents or teaching faculty to determine their perceptions of the activity.

4. SEMANTIC DIFFERENTIAL METHOD
The semantic differential (SD) method, developed by Charles Osgood, is another method of observing and measuring the psychological meaning of things, usually concepts. It has been used by the National Association of College Admission Counselors to evaluate the nationwide College Fair programs.

The method is described in detail in the April 1976 issue of The National ACAC Journal. "The method consists of a number of scales, each having a bipolar adjective pair chosen from a large number of such scales for a particular research purpose, together with the concepts to be rated with the scales. The following SD bipolar adjective scales indicate the various degrees of attitude expressions possible.

good ____ : ____ : ____ : ____ : ____ : ____ : ____ bad
complete ____ : ____ : ____ : ____ : ____ : ____ : ____ incomplete
timely ____ : ____ : ____ : ____ : ____ : ____ : ____ untimely
graceful ____ : ____ : ____ : ____ : ____ : ____ : ____ awkward
unsuccessful ____ : ____ : ____ : ____ : ____ : ____ : ____ successful
meaningful ____ : ____ : ____ : ____ : ____ : ____ : ____ meaningless
positive ____ : ____ : ____ : ____ : ____ : ____ : ____ negative
disreputable ____ : ____ : ____ : ____ : ____ : ____ : ____ reputable

The intensity of a respondent's attitude was indexed by how far away from the origin the score lay. A score which fell in the middle of a scale or at the origin ('4') was taken as an index of neutrality of attitude. There were only three levels of favorable or unfavorable intensity. The three levels of favorability were 'slightly' 4.1-4.9; 'quite' 5.0-5.9; and 'extremely' 6.0-7.0. Any respondent who scored less than 4.0 would have viewed the College Fair in a negative manner."



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5. APL SURVEY

The Adult Performance Level Program is a multiple-purpose assessment system designed to measure the proficiency of adults and high school students in the functional competencies that must be applied in daily life. Based on H.E.W. research at the University of Texas, the 40-item APL Survey assesses the ability to apply five basic skills—reading, writing, computation, problem-solving, and vocabulary identification—to commonly encountered tasks in five knowledge areas: consumer economics, occupational knowledge, health, community resources, and government and law. A more detailed APL knowledge area test for each of the five areas is now in preparation.

C—Reassessment of Student Needs

Finally, for overall evaluation of the guidance program, administration of the needs assessment survey in April will yield important information which may be used to demonstrate the effectiveness of this year's program and to provide new baseline data for planning the next year's activities. Planning questions might include:

> Is the difference between stated needs and the degree to which these needs are being met decreasing, increasing, or remaining the same?
>
> Are there differences between sophomores and seniors? Males and females?

Time and Task Record System

To facilitate effective time management and activity responsibilities, the River City staff developed a Time/Task Record System. Forms developed included:

1. Planning and Record Sheet
2. Time/Task Summary Sheet (Staff)
3. Program Checklist

They found that by adhering to this system, they avoided overload periods. They also used the system during staff meetings for activity status reporting. The system was also found to be helpful in professional competency evaluations.

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River City High School Guidance Services
TIME AND TASK RECORD — SUMMARY

Category 1. Understanding and accepting self

Priority Moderate

Obj. Code	Act. Code	Time/Task Line												Staff
		Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	
1.1	1.1.1	—	—	►										Tucker
	1.1.2		—	—	—	►								Matson
	1.1.3	—	►											Brown
	1.1.4A	—	—	—	►									
	1.1.4B	—	—	—	—	—	—	—	—	—	►			Staff
	1.1.5A-F	—	—	—	►	►								Matson
	1.1.6G	—	—	—	—	►								Matson

River City High School
GUIDANCE SERVICES CHECKLIST

☐ 1. Inventory and catalog materials and other resources.
☐ 2. Obtain free materials from those agencies and organizations which provide them.
☐ 3. Administer needs assessment survey.
☐ 4. Record needs assessment data on Tabulation Form.
☐ 5. Establish item and category priorities.
☐ 6. Involve teachers and guidance committee in planning activities designed to meet student needs.
☐ 7. Record activities, procedures, resources and evaluation criteria on planning record worksheets.
☐ 8. Review planned activities and evaluation methods with teachers and administration.
☐ 9. Determine what additional materials need to be purchased or can be purchased within your budget.
☐ 10. Provide in-service training for teachers based on guidance and counseling activities.
☐ 11. Implement your program; revise when necessary.
☐ 12. Evaluate your program.
☐ 13. Present an **evaluation** of your program to the administration.
☐ 14. Other:

____

____

____

____

____

____

____

____

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NEEDS ASSESSMENT SURVEY
PLANNING AND RECORD SHEET

PRIORITY	Data Summary	Administered by:	Date	Tabulated by:	Timeline Coding
		K. Tucker English Dept.	4-15-77	J. Brown Guidance Dept.	B.O. Beginning of E.O. End of DUR During ON Specific Date O.G. Ongoing

PRIORITY	Item	Response Indices: Grade ___ Needs	Grade ___ Not Met	Grade 11 Needs	Grade 11 Not Met	Grade ___ Needs	Grade ___ Not Met
	CATEGORY 1: UNDERSTANDING AND ACCEPTING SELF			61	75		
M	1. To know more about my abilities, interests, and other characteristics.			70	73		
H	2. To understand, accept and like myself better.			90	85		
H	3. To develop more confidence in myself.			40	24		
L	4. To understand how my feelings affect my behavior.			60	75		
M	5. To be more accepting of my physical appearance.						

CODE	OBJECTIVE(S)
1.1	To discover awareness of personal goals, capabilities, and feelings so as to encourage positive self-concept.

CODE	PLANNED ACTIVITIES	Staff Assigned	Timeline	Resources	Estimated Cost
1.1.1	Small Group Awareness Work A. Discuss the purpose of small group work with administration and gain support. B. Form small groups ranging from 3-5 members	Tucker	EO Oct.	Social Studies Teachers Book - Awareness: Exploring, Experimenting, Experiencing	15.00
1.1.2	Introductory Paragraph or Autobiography A. Student prepares an introductory paragraph describing self as he/she sees self and would want to be introduced to a group of people.	Matson	Dur 1st Sem.	Teachers	----
	B. Student completes paragraph but is not required to turn it in. Student may discuss privately with counselor or teacher.			English Teachers	----
	C. Students in English II classes write autobiography. Students may discuss privately with counselor or teacher.				----

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1.1.3	Personal Counseling				
	A. Students are given explanations of the services available and special relationship between student and counselor. Procedure for making appointments is explained.	Brown	EO Sept.	Staff	
	B. Provide individual, personal counseling to all students requesting those services.		OG	Staff	
1.1.4	Building Self-Confidence				
	A. Counselor/student-positive statement before he/she leaves Guidance Office.	All	OG	Guidance Staff	----
	B. Counselor/parent-one "success" letter or phone call per week mailed to parents from Guidance Office.	Tucker	OG		25.00
	C. Counselor/teacher-potential drop-out assigned to a specific teacher for supportive relationship.	Matson	OG		----
	D. Counselor/teacher-Example: Assist in arrangements with Home Ec. Teacher to bring in a cosmetologist to work with students on hair styling, grooming, etc.	Tucker	During Dec.	Ms. Dyck - Home Ec.	----
1.1.5	Other Local Ideas				

NEEDS ASSESSMENT SURVEY
PLANNING AND RECORD SHEET

PRIORITY	Data Summary	Administered by:	Date	Tabulated by:	Timeline Coding	Response Indices					
						Grade ___		Grade 11		Grade ___	
						Needs	Not Met	Needs	Not Met	Needs	Not Met
		K. Tucker English Dept.	4-15-77	J. Brown Guidance Dept.	B.O. Beginning of E.O. End of DUR During ON Specific Date O.G. Ongoing						
	CATEGORY 1: UNDERSTANDING AND ACCEPTING SELF							61	75		
	Item 1. To know more about my abilities, interests, and other characteristics.							70	73		
	2. To understand, accept, and like myself better.							90	85		
	3. To develop more confidence in myself.							40	24		
	4. To understand how my feelings affect my behavior.							60	75		
	5. To be more accepting of my physical appearance.										

CODE 1.1

OBJECTIVE(S) To discover awareness of personal goals, capabilities, and feelings so as to encourage positive self-concept.

CODE	PLANNED ACTIVITIES	Staff Assigned	Timeline	Resources	Estimated Cost
1.1.6	ACT-RELATED ACTIVITIES				
	A. Arrange group session for interpretation of ACT Student Profile Report for students.	Matson	EO Nov. EO Dec.	Staff Responsible to: Study ACT Counselor's Handbook, Post-Test visuals and related Interpretive Materials	
	B. Conduct special evening parent meeting for SPR interpretation (Option: Combine A and B).				
	C. Distribute ACT Student Profile Report Interpretive Materials to each student and use "The Student Profile Report" (Post-Test) visuals. --Highlight normative data --Emphasize correct use of probability data a. Self-estimate of college grades b. Chance of "C" or higher				
	D. Schedule and announce time available for individual profile report interpretation				
	E. Provide opportunity for students to view locally produced video tape on "Interpreting the ACT Student Profile Report."			Media Communication Teacher	
	F. Use SPR to identify students whose self-estimates, high school grades and/or ACT scores are not consistent and provide opportunities for group or individual counseling.			Student Profile Report	

G. Reproduce and administer in individual or group setting the "Self-Estimates of Abilities and Other Characteristics." Identify those students with below average responses to "Social Self-Confidence." Provide in-classroom, group guidance or individual counseling and appropriate developmental assistance.	Matson	During Dec.	Your ACT Assessment Results (Reproduced below)

		BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	TOP TEN PERCENT
ARTISTIC ABILITY	Drawing, dancing, playing a musical instrument, writing, painting				
CLERICAL ABILITY	Keeping neat and accurate records, filing, typing, bookkeeping				
ENGLISH ABILITY	Writing, understanding literature, using correct grammar				
MATH ABILITY	Working arithmetic problems and understanding math reasoning				
MECHANICAL ABILITY	Working with tools and mechanical objects, fixing things				
SCIENTIFIC ABILITY	Doing laboratory experiments, understanding scientific principles				
SOCIAL SELF-CONFIDENCE	At ease in a social setting, able to talk easily with people				
WORKING WITH PEOPLE	Getting along with others, being agreeable				
ACADEMIC MOTIVATION	Desire to do well in school, to learn what is taught				
WORK MOTIVATION	Desire to succeed on a job, to get a job done				

NEEDS ASSESSMENT
EVALUATION SUMMARY

ACTIVITY CODE	CATEGORY:
	OBJECTIVE:
	EVALUATION METHODS: A. ACTIVITY-PARTICIPATION ACCOUNTING B. ACTIVITY-RELATED PERFORMANCE C. REASSESSMENT OF NEEDS
1.1.1	A. Sixty students participated. B. Evaluation responses from students were generally very positive. A typical response said, "I really understand myself better." However, two students said the activity was a waste of time, ten students requested individual counseling.
1.1.2	A. All students in English II participated. About half discussed with teacher or counselor.
1.1.3	A. Mr. Brown made twenty presentations during September to all English classes.
1.1.4	A2. Accomplished. B. Many good comments from parents. Some mailed thank-you notes.
1.1.4	A4. Three cosmetologists from community gave six demonstrations. Teachers report enthusiastic reception by students. Teachers observed improved appearances and self-awareness. SD evaluation quite favorable (Average SD score 5.9).
1.1.5	A. Counselors conducted three student sessions; one parents session. Ninety students attended; forty-seven parents. B. Evaluation form prepared and presented using items (see illustration). Data from evaluations clearly show students and parents gained from participation in this activity.
1.1.6	ACT STUDENT PROFILE REPORT INTERPRETATION SESSION-EVALUATION FORM (ILLUSTRATION) Please put an X along each of the spaced lines that indicates your reaction to the interpretation session. For example, if you thought the program was bad, put your X on the line next to BAD. If you thought the program was good, put your X next to GOOD. If you thought it was somewhere between GOOD-BAD, put your X in the space of your choice. Average SD responses.

good ____ : ____ : ____ : ____ : ____ : ____ : ____ bad
complete ____ : ____ : ____ : ____ : ____ : ____ : ____ incomplete
timely ____ : ____ : ____ : ____ : ____ : ____ : ____ untimely
graceful ____ : ____ : ____ : ____ : ____ : ____ : ____ awkward
unsuccessful ____ : ____ : ____ : ____ : ____ : ____ : ____ successful
meaningful ____ : ____ : ____ : ____ : ____ : ____ : ____ meaningless
positive ____ : ____ : ____ : ____ : ____ : ____ : ____ negative
disreputable ____ : ____ : ____ : ____ : ____ : ____ : ____ reputable

NEEDS ASSESSMENT SURVEY
PLANNING AND RECORD SHEET

PRIORITY	Data Summary	Administered by:	Date	Tabulated by:	Timeline Coding	Response Indices					
					B.O. Beginning of E.O. End of DUR During ON Specific Date O.G. Ongoing	Grade ___		Grade ___		Grade ___	
						Needs	Not Met	Needs	Not Met	Needs	Not Met

	CATEGORY 2: DEVELOPING RESPONSIBILITY FOR SELF.						
	Item 6. To set goals in life.						
	7. To learn better to tell others how I feel.						
	8. To be a better listener and respond better to others.						
	9. To state my own views.						

CODE 2.1	**OBJECTIVE(S)** To learn how to share feelings as well as accept the feelings of others so as to provide opportunity for the student to determine individual goals for his/her life.

CODE	PLANNED ACTIVITIES	Staff Assigned	Timeline	Resources	Estimated Cost
2.1.1	Self Report A. Students are asked to write a self-report answering these questions: "What do you plan to do with your life?" "Is life important to you? Why or why not?"			Teachers	
2.1.2	Film - "Only Human" A. Arrange time and permission for showing film. B. Set up necessary media equipment. C. Allow time for group discussion following film.			Film "Only Human"	
2.1.3	Booklet - A Place to Stand. A. Work with local Service Club for financial support to provide booklets to all Jr's and Sr's. B. Have representatives of local Service Club distribute booklets at General Assembly.	Principal	On Dec. 15	A Place to Stand .50 per booklet	
2.1.4	Small Group Guidance A. Group composition: Probable non-college bound. Voluntary participation. B. Some career discussion. Basic thrust toward values--self-actualization.			Feeling Game Ungame Fallout shelter	

2.1.5	Life Coping Skills (Mini-course) A. Ninth grade formal course (credit). B. Develop 4-year plan card. Reviewed each year. C. Value clarification/decision making skills. D. Develop one career topical paper. Cross credit with English Dept. arranged.		Dur 1st 6 wks each semester	Life Coping Skills	
2.1.6	Other Local Activities				

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						Needs	Not Met	Needs	Not Met	Needs	Not Met
	CATEGORY 2: DEVELOPING RESPONSIBILITY FOR SELF.										
	Item 6. To set goals in life.										
	7. To learn better to tell others how I feel.										
	8. To be a better listener and respond better to others.										
	9. To state my own views.										

CODE	OBJECTIVE(S)
2.1	To learn how to share feelings as well as accept the feelings of others so as to provide opportunity for the student to determine individual goals for his/her life.

CODE	PLANNED ACTIVITIES	Staff Assigned	Timeline	Resources	Estimated Cost
2.1.7	ACT RELATED ACTIVITIES				
	A. Announce (P.A., bulletin board, school paper) registration deadlines and test dates for taking the ACT Assessment. Include information about location and procedures for obtaining registration packets.			ACT Bulletin Board Posters ACT Registration Packets	
	B. Announce as above information regarding critical scholarship deadlines and procedures. Include necessary information about forms such as the Family Financial Statement, BEOG Applications, etc.			ACT Family Financial Statement BEOG Application	
	C. Review all resources for information about specific postsecondary institutions and emphasize self-responsibility in getting information from available resources.			ACT College Planning/ Search Book	

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						Needs	Not Met	Needs	Not Met	Needs	Not Met
	CATEGORY 3: UNDERSTANDING OTHERS										
	Item 10. To better understand teachers.										
	11. To better understand people older than myself.										
	12. To become more accepting of others.										
	13. To build trusting relationships with others.										
	8. To be a better listener and respond better to others.										

CODE 3.1	OBJECTIVE(S) To become more aware of the feelings of others so as to facilitate genuine concern, understanding, acceptance, and appreciation of individuals with whom student comes in contact.

CODE	PLANNED ACTIVITIES	Staff Assigned	Timeline	Resources	Estimated Cost
3.1.1	Small group A. Use 6-minute cassette "Are You Listening" to provide basis for discussion about how well one listens. B. Use filmstrip and record, "Becoming Aware." Allow adequate discussion time.			Cassette-"Are You Listening" Film & Record-"Becoming Aware"	
3.1.2	Role Playing A. Establish real life situations dealing with barriers to communication. Students role play different characters. B. Use film, "Cipher in Snow." Secure administration approval and support. Invite community; i.e., parents, teachers, students. Review and discuss in small groups.			Teachers	
3.1.3	Develop Advisor-Advisee System. A. Teachers assigned max. 20 advisees. Assist with class scheduling. B. Groups meet once every 6 weeks for social activities; pizza party, hamburger cookout; etc. C. Advisors meet with advisees' parents each semester to discuss grade cards, etc.			Trumps Model Schools	

D. Counselors to coordinate project and serve as resource to advisor. Counselors to provide in-service training for new teachers.

3.1.4 Pipeline Committee

A. Made up of Adm.-Faculty-Students.

B. Objective: To build better understanding of how decisions are made.

C. Sponsored periodic open forums. Topics to be determined by committee and to include panel members relative to the topic; i.e. Campus Security Force, custodians and lunchroom staff; intramural sponsors; etc.

3.1.5 Other Local Activities

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	CATEGORY 4: BEING UNDERSTOOD BY OTHERS										
	Item 14. To have someone listen to me when I have problems.										
	15. To know how to get along better with my family.										
	7. To learn better to tell others how I feel.										
	59. To talk about personal concerns with a counselor.										

CODE	OBJECTIVE(S)
4.1	To provide appropriate experiences which will allow students to relate their personal concerns, problems, and feelings.

CODE	PLANNED ACTIVITIES	Staff Assigned	Timeline	Resources	Estimated Cost
4.1.1	Individual Counseling A. Secure teacher and administrative support. B. Explain to students in classroom, and by other methods, the counseling services available. Emphasize the special type of relationship between student and counselor. C. Provide individual counseling for all students requesting the service. D. Explain how to make a counseling appointment.			School psychologist	
4.1.2	Focus group A. Gain administrative and teacher support. B. Schedule classroom visitation to explain focus group. C. Plan meeting times and places. Select group members. D. Establish group.			Teachers	
4.1.3	Parent sessions A. Gain approval from administration and teacher support. B. Contact parents by letter, phone, media, etc., to explain activity. C. Make calender schedule and physical arrangements. D. Conduct sessions.			Books-Values Clarification & Parent Effectiveness Training. "Human development Program"	

				"Self-Enhancing Education" Values Clarification "Causal Behavior"	
4.1.4	Establish Worry Clinic A. Fresh/soph. meet for 2 hours with a panel composed of drug/alcohol specialists, County Health Dept., teacher, parent, social worker, etc. B. Juniors/seniors same as above. Meetings to be separate. C. Questions to be submitted in advance. Panel to respond during session with open discussion to follow.			Community Specialists	
4.1.5	Study Hall Option A. Small group 8-10 of behavior problem girls. Members have option of attending once a day for nine weeks or going to study hall. Attendance rules to be set by group. B. Group to write own goal for the week on Monday. Evaluation of Friday to see if goal was met. C. Group objectives to include behavior modification techniques and experiences.				
4.1.6	Other Local Activities				

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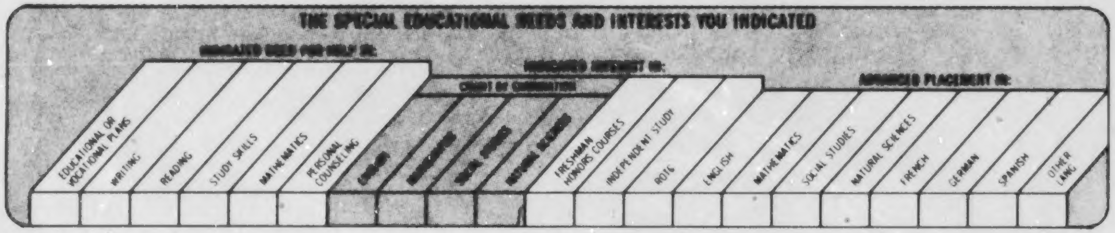
	CATEGORY 4: BEING UNDERSTOOD BY OTHERS							
	Item 14. To have someone listen to me when I have problems.							
	15. To know how to get along better with my family.							
	7. To learn better to tell others how I feel.							
	59. To talk about personal concerns with a counselor.							

CODE 4.1	**OBJECTIVE(S)** To provide appropriate experiences which will allow students to relate their personal concerns, problems, and feelings.

CODE	**PLANNED ACTIVITIES**	**Staff Assigned**	**Timeline**	**Resources**	**Estimated Cost**
4.1.7	ACT RELATED ACTIVITIES A. Identify from Student Profile Report all students responding "yes" to need for personal counseling. Make a direct contact with each of these students and provide an opportunity for them to schedule a counseling appointment.			Student Profile Report	


THE SPECIAL EDUCATIONAL NEEDS AND INTERESTS YOU INDICATED
INDICATED NEED FOR HELP IN:
EDUCATIONAL OR VOCATIONAL PLANS
WRITING
READING
STUDY SKILLS
MATHEMATICS
PERSONAL COUNSELING
CREDIT BY EXAMINATION
INDICATED INTEREST IN:
FRESHMAN HONORS COURSES
INDEPENDENT STUDY
ROTC
ADVANCED PLACEMENT IN:
ENGLISH
MATHEMATICS
SOCIAL STUDIES
NATURAL SCIENCES
FRENCH
GERMAN
SPANISH
OTHER LANG

	B. Reproduce and administer in a classroom or group the "Self-Estimates of Abilities and Other Characteristics." Identify those students with below average response to "Social Self-Confidence," and "Working with People." Arrange in classroom or group guidance appropriate development activities.			Your ACT Assessment Results	

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	CATEGORY 5:	RELATING TO OTHERS									
	Item 16.	To have better relationships with teachers.									
	17.	To have better relationships with other students.									
	18.	To know how to get along better with members of the other sex.									
	19.	To develop more friendships with both sexes.									
	15.	To know how to get along better with my family.									

CODE 5.1 **OBJECTIVE(S)** To prepare students to become competent in the principles needed for effectively relating with others (peers, family, teachers, significant others).

CODE	PLANNED ACTIVITIES	Staff Assigned	Timeline	Resources	Estimated Cost
5.1.1	Establish group counseling sessions (micro-labs, awareness groups, encounter groups). A. Gain support from administration and teachers B. Schedule classroom presentations to explain group purpose and activities, and to solicit participants. C. Plan calendar and physical arrangements for activities. D. Identify and organize groups. E. Facilitate groups on a regular basis.			Teachers Book-"Awareness: Exploring, Experimenting, Experiencing	
5.1.2	Schedule sessions for development of communication skills: active listening; "I" messages; non-verbal communication; understanding effective communication. Incorporate with A through E above.				
5.1.3	Individual counseling for students expressing an inability to relate to others. A. Identify those in group activities demonstrating this need. B. Provide counseling sessions.				

5.1.4	Classroom sessions A. Provide in-service sessions for teachers. B. Monitor and support teachers in use of the program.			Teachers "Human Development Program" "Psychological Education Project" "Self-Enhancing Education"	
5.1.5	Senior Citizens Rap Sessions A. Arrange for selected senior citizens in the community to meet informally with classes or small groups. Senior citizens may be selected on their story telling ability, their knowledge of local history, their involvement in a historical event. Many senior citizens and teenagers communicate effectively. These Rap Sessions will be to facilitate that talent.			Senior Citizens	
5.1.6	Other Local Activities				

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						Needs	Not Met	Needs	Not Met	Needs	Not Met
	CATEGORY 6: CLARIFYING VALUES										
	Item	20. To understand my religious beliefs more clearly.									
		21. To understand more about sex and love.									
		22. To understand my values and the use/abuse of drugs, including alcohol.									
		23. To become more tolerant of persons whose views differ from mine.									

	43. To know how the things that are important to me affect my career choice.
CODE 6.1	**OBJECTIVE(S)** To clarify values to the extent students will be able to identify their own values and publicly affirm them (drugs, sex, religion, etc.).

CODE	PLANNED ACTIVITIES	Staff Assigned	Timeline	Resources	Estimated Cost
6.1.1	Value clarification session with all students A. Gain administrative support and approval. B. Counselor receives training in value clarification procedures. C. Counselor as resource to in-service for teachers in value clarification and procedures. D. Calendar and physical arrangements.			Teachers Books-Values Clarification, Clarifying Values Through Subject Matter & Values and Teaching	
6.1.2	On-going value clarification experiences. A. Prepare materials for teachers. B. Encourage and support teachers. C. At teacher's request, facilitate or co-facilitate activities.			Teachers	
6.1.3	Other Local Activities				

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	CATEGORY 7: ASSESSING SELF										
	Item 24. To know more about my strengths and weaknesses.										
	25. To better understand my standardized test scores.										
	26. To understand what I can realistically achieve.										
	1. To know more about my abilities, interests, and other characteristics.										

CODE 7.1	**OBJECTIVE(S)** To develop the student's positive attitude toward self through an awareness of his/her abilities, interests, and academic strengths.				
CODE	**PLANNED ACTIVITIES**	**Staff Assigned**	**Timeline**	**Resources**	**Estimated Cost**
7.1.1	Drawings and self-portraits A. In small guidance or classroom groups, have students make drawings or self-portraits. B. Facilitate discussion using the following questions: "How do you see yourself?" "What traits or skills would you like to have?" "What traits or skills would you like to develop?"				
7.1.2	School testing program A. Through classroom, school paper, other media, review the school testing programs covering what tests are used and why they are used. B. Explain to all students how test profiles are interpreted; i.e., group sessions, individual appointments.				
7.1.3	Coat of Arms A. Each student draws or creates their own coat of arms. Each student then explains the coat of arms as a picture of self.				

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	CATEGORY 7: ASSESSING SELF										
	Item 24.	To know more about my strengths and weaknesses.									
	25.	To better understand my standardized test scores.									
	26.	To understand what I can realistically achieve.									
	1.	To know more about my abilities, interests, and other characteristics.									

CODE 7.1	OBJECTIVE(S) To develop the student's positive attitude toward self through an awareness of his/her abilities, interests, and academic strengths.

CODE	PLANNED ACTIVITIES	Staff Assigned	Timeline	Resources	Estimated Cost
7.1.4	ACT RELATED ACTIVITIES				
	A. Distribute ACT registration packets to seniors. Use "Taking the ACT Assessment" (Pre-test) visuals to explain registration procedures. Provide opportunity for individual questions.			"Taking the ACT Assessment" regis. materials	
	B. Day before ACT test remind students to review sample questions in "Taking the ACT Assessment" booklet.				
	C. Arrange group session for interpretation of ACT Student Profile Report and contents of Your ACT Assessment Results			"Taking the ACT Assessment" Pre-test visuals	
	D. Distribute Student Profile Report and Your ACT Assessment Results to each student and use "The Student Profile Report" (Post-test) visuals.			Student Profile Report Your ACT Assessment Results	
	E. Schedule and announce time available for individual follow-up (Alternate to D). Provide opportunity for students to view locally produced video tape on "Interpreting the ACT Student Profile Report."			Media Communication teacher	
	F. Use "Taking the ACT Assessment" (Pre-test) visuals with juniors to show how the ACT information can assist the individual to learn more about their strengths and weaknesses.				
	G. Meet with seniors who have not taken ACT and discuss advantages of doing so.				

	H. Arrange visit from postsecondary institutions to discuss use of ACT at each institution.				
	I. Develop scattergram of ACT scores and College Freshman grades of former students (See Appendix 11.1). J. Have small group counseling sessions with students who indicated need for help in: 1. Educational/Vocational Planning 2. Writing 3. Reading 4. Study Skills 5. Mathematics 6. Personal Counseling			ACT List Report Student Profile Report Scattergram (see Appendix 11.2)	
	K. Other group meetings arranged for students with similar interests in specific colleges, majors, etc.				
7.1.5	ACT-Career Planning Program A. Conduct career planning mini-course (survival workshop) 1. Use of a minimum of six hours in preparation for administration of Career Planning Program. Features of workshop to include: a) develop small groups within larger group. b) explain objectives of the workshop.				
	c) use Blizzard Survival game (see Appendix 13). d) small groups to develop definition of success-career. Use Value-Clarification technique.			Blizzard Survival See Appendix 13	
	e) use Fantasy Trip activity.				
	f) each individual develops budget to support fantasy career, small groups submit an average budget for all individuals within the group. Demonstrate hourly, weekly, monthly wages necessary to achieve fantasy budget (see Appendix 14).			Budget Form See Appendix 14	
	g) small groups to develop list of non-measurable factors in career choice decisions; i.e. ambition, responsibility, personality, confidence. h) Explain what C.P.P. is: That it assesses the measurable factors; i.e., interests, abilities, experiences.				

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	CATEGORY 7: ASSESSING SELF										
	Item	24. To know more about my strengths and weaknesses.									
		25. To better understand my standardized test scores.									
		26. To understand what I can realistically achieve.									
		1. To know more about my abilities, interests, and other characteristics.									

CODE	OBJECTIVE(S)
7.1	To develop the student's positive attitude toward self through an awareness of his/her abilities, interests, and academic strengths.

CODE	PLANNED ACTIVITIES	Staff Assigned	Timeline	Resources	Estimated Cost
7.1.5	Continued i) administer C.P.P. Explain plans for interpretation sessions. j) do small group interpretations. k) follow up with individual counseling.			C.P.P. Counselors Manual C.P.P. Student Booklet C.P.P. Interpretation Visuals	

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	CATEGORY 8:	UNDERSTANDING SEXUAL IDENTITY									
	Item 30.	To understand the impact of my sex on my career choice.									
	31.	To understand the changing roles and expectations of men and women.									
	18.	To know how to get along better with members of the other sex.									
	19.	To develop more friendships with both sexes.									
	21.	To understand more about sex and love.									

CODE 8.1	**OBJECTIVE(S)** To enable students to become aware and accepting of their sexual identity.

CODE	PLANNED ACTIVITIES	Staff Assigned	Timeline	Resources	Estimated Cost
8.1.1	Small group awareness A. Discuss purpose of small group awareness and consciousness raising work with administration and gain support. B. Form small groups ranging from 6-8, depending on age. C. Tape selected commercials showing stereotypes.			Teachers Commercials such as: New York Life, Cleaning products, "Buy Me" soap, MS. magazine	
8.1.2	Small groups A. Play tapes (cassette or video) or radio and television commercials; discuss roles as depicted by these media and question those roles as to how they define expectations of people according to sex.			Examples: Mary Tyler Moore Show Soap Operas Medical Center	
8.1.3	Paragraph on questions and/or "lead" topics. A. Students to write a response to the examples listed below. B. Emphasize anonymity of paragraphs.			Teachers	

C. Questions or leads for discussion:

1. "What would I like to do, but feel I can't or don't because I'm male or female?"
2. "If I could have had a choice of being female or a male when I was born, I would have chosen to be ..."
3. If you could be anything you wanted to become, what would you be?
4. "What do I like most about being a male (female)?"
5. "What do I dislike most about being a female (male)?"
6. "Most females are..."
7. "Most males are..."
8. "Are females smarter than, just as smart, or not as smart as males?" Defend your position.

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	CATEGORY 8: UNDERSTANDING SEXUAL IDENTITY						
	Item 30. To understand the impact of my sex on my career choice.						
	31. To understand the changing roles and expectations of men and women.						
	18. To know how to get along better with members of the other sex.						
	19. To develop more friendships with both sexes.						
	21. To understand more about sex and love.						

CODE 8.1 **OBJECTIVE(S)** To enable students to become aware and accepting of their sexual identity.

CODE	PLANNED ACTIVITIES	Staff Assigned	Timeline	Resources	Estimated Cost
8.1.4	ACT RELATED ACTIVITIES A. ACT Assessment and Career Planning Program Interpretation Sessions. 1. Emphasize the implications of social and sex stereotypes. 2. Use data from Class Profile Report to illustrate college major selection differences for male/females. B. Small group discussion and exploration of expanding opportunities for women in science and technology careers.			Student Profile Report C.P.P. Student Report ACT Research Report #61 Class Profile Report Women in Science and Technology	

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	CATEGORY 9:	UNDERSTANDING OTHER STUDENTS' IDENTITIES									
	Item 2.	To understand, accept, and like myself better.									
	3.	To develop more confidence in myself.									
	7.	To learn better to tell others how I feel.									
	12.	To become more accepting of others.									
	13.	To build trusting relations with others.									

	1. To know more about my abilities, interests, and other characteristics.
CODE 9.1	OBJECTIVE(S) To enable students with racial and ethnic differences, gifted talents, physical disabilities, of an older age, or from foreign countries to become aware of their individuality and their opportunities.

CODE	PLANNED ACTIVITIES	Staff Assigned	Timeline	Resources	Estimated Cost
9.1.1	Classroom activities - Background A. Secure support of administration and teachers. B. Encourage teacher involvement. C. Facilitate sessions with teachers. D. Arrange calendar and time.			Teachers Awareness: Exploring, Experimenting, Experiencing Values and Teaching Handbook of Structures Exercises for Human Relations Training Cassette: "Are You Listening" Film & Record "Becoming Aware" Book Value Clarification	
9.1.2	Classroom Activities - Students A. Make bulletin board display highlighting individuality of these other students. B. Have one day per week set aside to explore information about these students. C. Use these students in positive ways to express who they are and how they see themselves contributing to the high school and the society. D. Assign books for "outside reading" that further explain these students. E. Introduce value clarification and show how it counters ethnocentrism. F. Secure filmstrips, tapes, and other audio-visual materials to enhance student recognition.				

G. Bring in community leaders who can contribute positively to support the students in this category.
H. Encourage library to secure pamphlets, posters, etc. for display on the students in this category.
I. Have a United Nations Day as one of the culminating events and let the students representing the different countries discuss what high schools are like in their home country.

9.1.3 Individual or Small Group
A. For the gifted and handicapped students, identify some of the federal and state programs geared specifically to them. Are there any funds that are available that might be worth discussing as an incentive to encourage these students to continue their education after high school?
B. For the international students, identify some of the federal programs and the post-secondary opportunities available to them. Use this information as a motivating force to encourage their postsecondary educational pursuits.
C. For the racial/ethnic students, identify support agencies (NSSFNS, BIA, LULAC, etc.), potential funding sources, federal programs, and other opportunities for pursuing educational/career opportunities after high school.
D. Other Local Activities

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		Response Indices					
		Grade ___		Grade ___		Grade ___	
		Needs	Not Met	Needs	Not Met	Needs	Not Met
CATEGORY 9:	UNDERSTANDING OTHER STUDENTS' IDENTITIES						
Item 2.	To understand, accept, and like myself better.						
3.	To develop more confidence in myself.						
7.	To learn better to tell others how I feel.						
12.	To become more accepting of others.						
13.	To build trusting relations with others.						

	1. To know more about my abilities, interests, and other characteristics.
CODE 9.1	OBJECTIVE(S) To enable students with racial and ethnic differences, gifted talents, physical disabilities, of an older age, or from foreign countries to become aware of their individuality and their opportunities.

CODE	PLANNED ACTIVITIES	Staff Assigned	Timeline	Resources	Estimated Cost
9.1.4	ACT RELATED ACTIVITIES				
	A. Develop a series of activities designed to prepare students to take the ACT Assessment or Career Planning Program. Emphasize what personal assessment can and cannot do, such as:				
	1. Test bias, limitation, and value.				
	2. What probabilities mean and factors that will cause actual grades to vary from predicted grades.			Counselor's Handbook	
	3. Use analogy exercises to build a positive attitude towards testing and assessment and the personal need for this information.			Blizzard Survival	
	4. Use analogies to interpret test scores.				
	B. Provide information about college organizations and programs that respond to expressed needs and interests, i.e., special services programs, Upward Bound, Trio, Veterans Organizations.			Student Profile Report College Planning/ Search Book	
	C. Follow up on all responses to special needs: i.e., personal counseling, vocational/educational planning, etc.				
	D. Stress low relationship between test scores, grades, and notable achievements.			ACT Research Report No. 12	

	E. Discuss in a variety of settings with students, faculty, parents, or transmit by various media, research information about the characteristics of ACT-tested, college-bound, Black students.			Trends in the Responses of College-Bound Black Students to Academic and Non-Academic Items on the ACT Assessment, 1970-75; Maxey & Ferguson. (To be published.) Copies available upon request from the American College Testing Program.	

NEEDS ASSESSMENT SURVEY
PLANNING AND RECORD SHEET

<table>
<tr><td rowspan="3">PRIORITY</td><td rowspan="3">Data Summary</td><td>Administered by:</td><td>Date</td><td>Tabulated by:</td><td>Timeline Coding</td><td colspan="6">Response Indices</td></tr>
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<tr><td>Needs</td><td>Not Met</td><td>Needs</td><td>Not Met</td><td>Needs</td><td>Not Met</td></tr>
<tr><td></td><td colspan="5">CATEGORY 10: MAKING DECISIONS</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td colspan="5">Item 27. To know how to assess and evaluate my goals.</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td colspan="5">28. To learn how to make decisions.</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td colspan="5">29. To learn ways to adapt to a changing world.</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td colspan="5">6. To set goals in life.</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td colspan="5"></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

CODE 10.1	**OBJECTIVE(S)** To provide students with opportunities to review alternatives and develop their decision making ability.

CODE	PLANNED ACTIVITIES	Staff Assigned	Timeline	Resources	Estimated Cost
10.1	Classroom activities A. Gain approval and cooperation of administration and teachers. B. Arrange calendar and classroom time. C. Develop teacher skills. D. Facilitate sessions with teachers.			Teachers Guidance materials Handbook of Structured Exercises for Human Relations Training, Ten Interaction Exercises for the Classroom	
10.1.2	Value clarification A. Relate with teachers, for classroom use, how value clarification and decision making are related. B. Facilitate classroom session with teachers.			Problem Analysis Sequence Sheet, Collison & Dey (Appendix 12)	
10.1.3	Films and cassette programs A. Arrange classroom time. B. Provide tape, film, program materials. C. Provide follow-up activities.			Filmstrip series-"Career Decisions: Finding, Getting and Keeping a Job"	

NEEDS ASSESSMENT SURVEY
PLANNING AND RECORD SHEET

PRIORITY	Data Summary	Administered by:	Date	Tabulated by:	Timeline Coding	Response Indices					
					B.O. Beginning of E.O. End of DUR During ON Specific Date O.G. Ongoing	Grade ___		Grade ___		Grade ___	
						Needs	Not Met	Needs	Not Met	Needs	Not Met
	CATEGORY 10: MAKING DECISIONS										
	Item 27. To know how to assess and evaluate my goals.										
	28. To learn how to make decisions.										
	29. To learn ways to adapt to a changing world.										
	6. To set goals in life.										

CODE	OBJECTIVE(S)
10.1	To provide students with opportunities to review alternatives and develop their decision making ability.

CODE	PLANNED ACTIVITIES	Staff Assigned	Timeline	Resources	Estimated Cost
10.1.4	ACT RELATED ACTIVITIES Identify special groups A. Plan special sessions for seniors who are undecided-not sure-or in need of help with educational/vocational decisions. B. Use selected data from High School Class Profile Report relating to above groups to demonstrate percentage of local students with similar concern.			Student Profile Report High School Class Profile Report	

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PRIORITY	Data Summary	Administered by:	Date	Tabulated by:	Timeline Coding	Response Indices					
					B.O. Beginning of E.O. End of DUR During ON Specific Date O.G. Ongoing	Grade ___		Grade ___		Grade ___	
						Needs	Not Met	Needs	Not Met	Needs	Not Met
	CATEGORY 11: DEVELOPING CAREER AWARENESS										
	Item 42.	To understand the impact of work on my life.									
	43.	To know how the things that are important to me affect my career choice.									
	44.	To know more about possible careers and the world of work.									
	40.	To become more aware of educational alternatives after high school.									
	41.	To become aware of career training offered in my high interest areas.									

CODE 11.1	OBJECTIVE(S) To become aware of the world of work and the possible career paths leading to career competency.

CODE	PLANNED ACTIVITIES	Staff Assigned	Timeline	Resources	Estimated Cost
11.1.1	Introduction to the world of work A. Counselor will conduct an orientation session to acquaint all students with materials and resources in the Career Information Center. B. Class assignments will be encouraged to facilitate a working knowledge of career guidance resource materials such as VIEW and Occupational Outlook Handbook.			Cluster Directory Guidance Information Center. Guidance resource materials Occupational Outlook Handbook, and VIEW: Vital Information for Education and Work	
11.1.2	Relating school subjects to careers A. The counselor will encourage teachers to relate their subjects to potential careers. B. The counselor will provide teachers with materials on careers related to the subject(s) they teach. C. The counselor will help teachers arrange for resource speakers.			Teacher Counselor Resource speakers	

NEEDS ASSESSMENT SURVEY
PLANNING AND RECORD SHEET

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	CATEGORY 11:	DEVELOPING CAREER AWARENESS									
	Item 42.	To understand the impact of work on my life.									
	43.	To know how the things that are important to me affect my career choice.									
	44.	To know more about possible careers and the world of work.									
	40.	To become more aware of educational alternatives after high school.									
	41.	To become aware of career training offered in my high interest areas.									

CODE 11.1	**OBJECTIVE(S)** To become aware of the world of work and the possible career paths leading to career competency.

CODE	PLANNED ACTIVITIES	Staff Assigned	Timeline	Resources	Estimated Cost
11.1.3	ACT RELATED ACTIVITIES ACT Assessment and Career Planning Program A. Conduct pretest sessions designed to lead up to the actual administration of either the ACT Assessment or the C.P.P. B. Use C.P.P. Student's Booklet as a procedural guide for self-career awareness. C. Develop a mini-course in "Career Exploration and Planning" Tie in measured abilities/interests/world-of-work map from ACT Assessment or C.P.P. Report. (see 7.1.3) D. Distribute and discuss High School Class Profile Data to advise students, faculty, and administration of local trends in vocational and educational choice patterns.			Pretest Visuals CPP Student's Booklet High School Class Profile Report & visuals Your College-Bound Students (See Appendix 18)	

NEEDS ASSESSMENT SURVEY
PLANNING AND RECORD SHEET

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						Needs	Not Met	Needs	Not Met	Needs	Not Met
	CATEGORY 12: EXPLORING CAREERS										
	Item 45. To talk with people employed in my high interest areas.										
	46. To get some on-the-job experiences in my high interest areas.										
	47. To do an in-depth exploration of jobs which relate to my interests and abilities.										
	48. To have actual on-the-job experience to know that it is like to be employed.										

CODE 12.1 **OBJECTIVE(S)** To enable students to explore high interest areas through experiences in and out of the school setting.

CODE	PLANNED ACTIVITIES	Staff Assigned	Timeline	Resources	Estimated Cost
12.1.1	Career Day A. Arrange a career day by having representatives from each cluster available to students. These clusters should be related to a curriculum discipline to enhance teacher understanding of careers related to his/her courses; e.g., communications and media cluster should be planned and executed by language arts staff.			Teachers Community resource people	
12.1.2	Career information center A. The guidance office should maintain a career information center which should contain career guidance materials such as: Occupational Outlook Handbook Microfiche reader and VIEW materials Audio-visual career guidance materials Postsecondary catalogues Commercially printed guidance materials Vo-technical directories Locally developed interview cassette tapes			Guidance Materials	

12.1.3	Community resources A. Systematically arranged community resource contact files. B. Maintain close relationship with firms, businesses, labor unions in community.			Community resource guide (see Appendix 15)	
12.1.4	Exploratory activities A. The counselor will help promote school or no school "hands on" exploratory activities such as VICA (Vocational Industrial Clubs of America) Exploring Careers, a program sponsored by Boy Scouts of America, 4-H Clubs.			Career clubs	

NEEDS ASSESSMENT SURVEY
PLANNING AND RECORD SHEET

PRIORITY	Data Summary	Administered by:	Date	Tabulated by:	Timeline Coding	Response Indices					
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	CATEGORY 12: EXPLORING CAREERS										
	Item 45. To talk with people employed in my high interest areas.										
	46. To get some on-the-job experiences in my high interest areas.										
	47. To do an in-depth exploration of jobs which relate to my interests and abilities.										
	48. To have actual on-the-job experiences to know what it is like to be employed.										

CODE 12.1	OBJECTIVE(S) To enable students to explore high interest areas through experiences in and out of the school setting.

CODE	PLANNED ACTIVITIES	Staff Assigned	Timeline	Resources	Estimated Cost
12.1.5	ACT RELATED ACTIVITIES A. Using the ACT Assessment Student Profile Report as a guide, students will identify high interest career clusters and job families. When these high interest areas have been identified, students will research these areas using material found in the Guidance Information Center. Activities could be included in a variety of classroom/course situations. B. Conduct career awareness evening program for students and parents. Use world-of-work concept to relate work activity preference to career choice and introduce job family concept. Search Book. C. See use of Career Planning Program (7.1.3).			ACT Interest Inventory Other Interest Inventories Teachers Career Guidance Center World-of-Work Map College Planning/Search Book, Your ACT Assessment Results	

D. Conduct evening session for parents using world-of-work map exploration concepts. Let parents self-select a map region then follow through with job families using the O.O.H. The C.P.P. Counselor's Manual job family cross reference charts are an additional resource for this exploration activity.

NEEDS ASSESSMENT SURVEY
PLANNING AND RECORD SHEET

PRIORITY	Data Summary	Administered by:	Date	Tabulated by:	Timeline Coding	Response Indices					
					B.O. Beginning of E.O. End of DUR During ON Specific Date O.G. Ongoing	Grade ___		Grade ___		Grade ___	
						Needs	Not Met	Needs	Not Met	Needs	Not Met
	CATEGORY 13: SELECTING COURSES AND MAKING EDUCATION PLANS										
	Item 32. To select more school courses by myself.										
	33. To know more about graduation requirements.										
	34. To find more courses relevant to my future.										
	35. To receive more help in selecting courses.										
	36. To find courses which are appropriate to my educational needs.										

CODE	OBJECTIVE(S)
13.1	To inform students of available courses, school graduation requirements, and course descriptions in order to make appropriate choices in their educational planning.

CODE	PLANNED ACTIVITIES	Staff Assigned	Timeline	Resources	Estimated Cost
13.1.1	Student Handbook A. A student handbook may be prepared to inform students of the school graduation requirements, course offerings, and course prerequisites. B. Each student is given a copy at the time of first entrance into school. C. Revised copies of addenda are distributed to the students as needed. D. Handbook may contain a four-year plan sheet to assist the student in planning his/her high school course of study.			Committee Teachers Administrators	
13.1.2	Small group registration sessions A. Counselor conducts course selection and registration by meeting with groups of approximately 10-12 students. B. Students complete their course selection and planning in small groups. C. Students desirous of additional course selection counseling are scheduled at this time for individual appointments with the counselor.			Counselor	

13.1.3 Peer-facilitated

A. Interested upperclassmen are selected to assist the counselor in conducting the course selection and registration process.
B. In-service training is provided for the upperclassmen by the counselors.
C. Large group registration sessions are held under the direction of the counselor.
D. The counselor presents instructions and information concerning course selection and registration to the large group.
E. The large group is then divided into small groups with the upperclassmen leading the small groups in personalizing the course selection and registration process.

13.1.4 Education carnival

A. Teaching staff to occupy tables or booths.
B. Ninth grade students and parents circulate and get information from teachers, ask questions, etc.

NEEDS ASSESSMENT SURVEY
PLANNING AND RECORD SHEET

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PRIORITY			Response Indices					
			Grade ___		Grade ___		Grade ___	
			Needs	Not Met	Needs	Not Met	Needs	Not Met
	CATEGORY 13:	SELECTING COURSES AND MAKING EDUCATION PLANS						
	Item 32.	To select more school courses by myself.						
	33.	To know more about graduation requirements.						
	34.	To find more courses relevant to my future.						
	35.	To receive more help in selecting courses.						
	36.	To find courses which are appropriate to my educational needs.						

CODE	OBJECTIVE(S)
13.1	To inform students of available courses, school graduation requirements, and course descriptions in order to make appropriate choices in their educational planning.

CODE	PLANNED ACTIVITIES	Staff Assigned	Timeline	Resources	Estimated Cost
13.1.5	ACT RELATED ACTIVITIES				
	A. Develop a personal planning record sheet for each student. Use this form in conjunction with the Student Profile Report to assist juniors to plan senior year courses and activities. Review specifically educational and vocational plans, test scores, high school grades, interest patterns, and perceived needs.			Personal Planning Record Sheet (see Appendix 16) Student Profile Report	
	B. Develop local scattergram data and convert to local course grade probabilities.			Scattergram (see Appendix 10)	
	C. Develop a unit or group guidance activity around the job family classifications. Demonstrate how specific courses support preparation for entry into various job families.			Your ACT Assessment Results	

NEEDS ASSESSMENT SURVEY
PLANNING AND RECORD SHEET

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						Needs	Not Met	Needs	Not Met	Needs	Not Met
	CATEGORY 14: MAKING PLANS BEYOND GRADUATION										
	Item 37.	To know how to prepare for careers in which I am interested.									
	38.	To know how the courses I am taking relate to my career plans.									
	39.	To know about financial aids for continuing education beyond graduation.									
	40.	To become more aware of educational alternatives beyond graduation.									
	41.	To become aware of career training offered in my high interest areas.									

CODE	OBJECTIVE(S)
14.1	To enable students to become aware and feel comfortable with their immediate plans for post high school involvement, following their completion of high school

CODE	PLANNED ACTIVITIES	Staff Assigned	Timeline	Resources	Estimated Cost
14.1.1	A. Establish special courses for postsecondary options. B. Seek approval and funding from administration. Use recommendation from the National Task Force on Student Aid Problems (Keppel Commission)- *"THE Task Force urges all local school boards and districts to develop, as part of their guidance and counseling programs, special courses for secondary school students on choosing educational options after high school."*			National Task Force on Student Aid Problems	
14.1.2	In-school educational career day A. One day of each semester is devoted to a discussion of each course's relationship to careers. B. Teachers plan their class so that students have an opportunity to discuss and see the relationship of the course to possible careers. C. Counselor coordinates the day's activities through a school planning committee.			School planning committee Students Administrators	
14.1.3	Guidance information center A. Counselor designates an area of the office or special room as a browsing room for information on careers, financial aids, and post-high school educational opportunities. B. Each month a particular informational area is highlighted with appropriate notice being given to the student body.			Office area or room Librarian Secretary or student School bulletin or newspaper	

14.1.4	Cartoon drawings - bulletin board displays A. Through an appropriate classroom or in a group guidance session, have students draw a series of cartoons illustrating a school activity for each of the areas of an interst assessment previously administered to the students (e.g., Cluster, Kuder, or Ohio Inventory, ACT Interest Inventory).			Interest Inventory interpretation materials Teacher Counselor
14.1.5	Post-high school planning group A. Counselor-facilitated information and planning groups are held each semester with every student having an opportunity to be a member of such a group. B. Size of group will be determined by the availability of counselor time. C. A minimum of one session each of the following topics is held: financial aid planning, post-high school educational opportunities, and post-high schol employment opportunities.			Counselor Various informational materials
14.1.6	Encourage seniors to take their personal Student Profile Report and ask specific questions from it when making a campus visit or consulting with a postsecondary representative.			

NEEDS ASSESSMENT SURVEY
PLANNING AND RECORD SHEET

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	CATEGORY 14:	MAKING PLANS BEYOND GRADUATION.									
	Item 37.	To know how to prepare for careers in which I am interested.									
	38.	To know how the courses I am taking relate to my career plans.									
	39.	To know about financial aids for continuing education beyond graduation.									
	40.	To become more aware of educational alternatives beyond graduation.									
	41.	To become aware of career training offered in my high interest areas.									

CODE 14.1	OBJECTIVE(S) To enable students to become aware and feel comfortable with their immediate plans for post high school involvement, following their completion of high school.

CODE	PLANNED ACTIVITIES	Staff Assigned	Timeline	Resources	Estimated Cost
14.1.8	ACT RELATED ACTIVITIES A. Use visual #1, and topics suggested in ACT Assessment pre-test set for classroom or group guidance discussion leads. B. Write articles for school or community newspaper based on these topics. C. Evening sessions for parents planned by the counselor to provide information regarding post-high school educational opportunities, financial aid, and post-high school employment information. D. Work with teachers to develop a plan whereby each teacher is able to give emphasis to the ways in which specific courses relate to the world of work. E. Organize a career information file in the library indexed to relate to the Job Family Chart.			ACT Pre-Test Visuals CPP Student's Booklet Counselor ACT Financial Aid Visuals and Tabloids, Family Financial Statement ACT Counselor's Handbook All Faculty	

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F. Conduct group guidance postsecondary planning sessions. Use Planning section of College Planning/Search Book as course guide. Use Student Profile Report college selection items and Search section of above book, particularly for undecided students.	Student Profile Report College Planning/ Search Book (See Appendix 19)
G. Schedule and announce time available for individual counseling sessions concerning financial aid for students and their parents.	
H. Use selected visuals for a series of financial aid articles in school or community newspaper.	ACT Financial Aid visuals.
I. Create locally produced video tape discussing major topics of financial aid.	ACT Financial Aid visuals-Media Communications teacher
J. Arrange to have a financial aid administrator from a nearby college visit school to discuss with students the financial aid program and how to apply for aid.	

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						Needs	Not Met	Needs	Not Met	Needs	Not Met
	CATEGORY	15: PLANNING CAREERS									
	Item	49. To know how important people influence my career choice.									
		50. To develop career plans and goals.									
		51. To talk to a counselor about career plans.									
		52. To have my parents involved in my career plans and to talk more									
		with my parents about my career plans. 37. To know how to prepare for careers in which I am interested.									

CODE 15.1

OBJECTIVE(S) To develop a career plan based on self-knowledge and knowledge of the world of work.

CODE	PLANNED ACTIVITIES	Staff Assigned	Timeline	Resources	Estimated Cost
15.1.1	Career planning filmstrip A. Counselor will show and discuss a career planning film.			Film: "Career Decision: Finding, Getting and Keeping a Job" -- J.C. Penney	
15.1.2	Cumulative record A. Counselor will interpret and review assessment information such as aptitude, achievement and interest batteries, grades, college entrance scores, etc., and help the student relate this information to post-graduate plans.			Assessment information such as: "Cluster Interest Inventory" ITBS, ITED, ACT or SAT Cumulative record GATB or ASVAB	
15.1.3	Post high school opportunity day A. Counselor will arrange, in conjunction with the Post High School Planning Day, to have representatives of the military, Bureau of Apprenticeship and Training, Federal Civil Service, local business and industry, State Bureau of Personnel, State Employment Security, and others on hand to visit with those students not planning for further institutional training.			Representative of: Armed Service Federal Civil Service State Bureau of Personnel State Employment Security Local Businessmen	

NEEDS ASSESSMENT SURVEY
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						Needs	Not Met	Needs	Not Met	Needs	Not Met

	CATEGORY 15: PLANNING CAREERS							
	Item 49. To know how important people influence my career choice.							
	50. To develop career plans and goals.							
	51. To talk to a counselor about career plans.							
	52. To have my parents involved in my career plans and to talk more with my parents about my career plans.							
	37. To know how to prepare for careers in which I am interested.							

CODE 15.1	OBJECTIVE(S) To develop a career plan based on self-knowledge of the world of work.

CODE	PLANNED ACTIVITIES	Staff Assigned	Timeline	Resources	Estimated Cost
15.1.4	ACT RELATED ACTIVITIES				
	A. Relate ACT Profile Report proposed major item to 3 other majors. Assist students to see that people with specific college majors enter a variety of careers.			What Can I Do With a Major In...	
	B. Invite parents to a session in which the ACT Assessment Profile or the C.P.P. Report is reviewed.			SPR C.P.P. Report	

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						Needs	Not Met	Needs	Not Met	Needs	Not Met
	CATEGORY 16: FINDING JOBS AND CAREERS										
	Item 53. To know what jobs are available locally.										
	54. To know where and how to start looking for a job.										
	55. To know how to apply and interview for jobs.										
	56. To have help to obtain part-time and/or summer work.										
	57. To know more about job opportunities in my high interest areas										

CODE 16.1 **OBJECTIVE(S)** To assist interested students in obtaining part-time, summer, or full-time employment after graduation.

CODE	PLANNED ACTIVITIES	Staff Assigned	Timeline	Resources	Estimated Cost
16.1.1	Job seeking skills A. Counselor will develop a plan with senior high teachers whereby all students will learn: 1. where to look for work 2. how to apply for work 3. how to write a resume 4. how to interview for a job 5. how to get a raise or promotion 6. how to leave a job 7. how to determine take-home pay			Teacher Counselor	
16.1.2	Referral procedures A. Counselor will contact local Employment Security Office and develop a plan for referring students interested in obtaining part-time work, summer, or full-time employment B. Counselor will contact the local Chamber of Commerce, representatives of business and industry, and other community organizations and inform them that the school is interested in helping students find summer, part-time, and full-time employment.			State Employment Security Chamber of Commerce Local representatives of business and industry	

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	CATEGORY 16:	FINDING JOBS AND CAREERS									
	Item 53.	To know what jobs are available locally.									
	54.	To know where and how to start looking for a job.									
	55.	To know how to apply and interview for jobs.									
	56.	To have help to obtain part-time and/or summer work.									
	57.	To know more about job opportunities in my high interest areas.									

CODE 16.1	OBJECTIVE(S) To assist interested students in obtaining part-time, summer, or full-time employment after graduation.

CODE	PLANNED ACTIVITIES	Staff Assigned	Timeline	Resources	Estimated Cost
16.1.3	ACT RELATED ACTIVITIES A. Generate lists of students with specific interest patterns for referral to prospective summer employers seeking students having specific interests. B. Small group or class topic. Have students do exercise in counselor's manual-C.P.P. (Page 30).			Student Profile Report C.P.P. Report See: C.P.P. Counselor's Manual	

NEEDS ASSESSMENT SURVEY
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						Needs	Not Met	Needs	Not Met	Needs	Not Met
	CATEGORY 17: UNDERSTANDING THE GUIDANCE PROGRAM										
	Item 58. To get to know my counselor/advisor better.										
	59. To talk about personal concerns with a counselor.										
	60. To become more fully aware of the guidance/counseling services.										

CODE	OBJECTIVE(S)
17.1	To enable all students, parents, and school staff to know the services of the guidance program.

CODE	PLANNED ACTIVITIES	Staff Assigned	Timeline	Resources	Estimated Cost
17.1.1	Establish ongoing guidance committee composed of guidance staff, classroom teachers, administrator, parent, and student. A. Schedule regular meetings and agendas. B. Publicize function of this committee. C. Emphasize all meetings are open D. Give committee appropriate recognition.			Teachers Parents Administration Counselors	
17.1.2	Classroom orientation sessions A. With each new class that enters school, the counselor requests time from appropriate teachers to meet with their students in classroom or homeroom periods to discuss the school guidance program.			Films Audio or video tapes Printed information	
17.1.3	Teacher orientation sessions A. Counselor meets with each teacher and/or department at least once a year to discuss school guidance program. B. Publish monthly newsletter for faculty distribution. Include a calendar of guidance activities and plans for the month. C. Input is given to teachers on the goals, objectives, and activities of the guidance program. Teachers are an integral part of effectiveness evaluation.				

D. Counselor meets regularly with librarian and media staff.

17.1.4 Community Orientation.

A. Publish and distribute guidance bulletins, press releases for local and school paper; parent association presentations are regularly prepared.

B. Publish four times each a guidance service newsletter. Mailing to all parents. Copy to be written by counselors-students-employers-etc.

C. Counselor to promote self as guest speaker for local civic clubs.

D. Guidance staff in cooperation with student council provides students and self for service to senior citizens home.

17.1.5 School building orientation

A. Guidance office maintains weekly birthday bulletin board.

B. Guidance office attaches birthday greeting to appropriate locker door each day.

17.1.6 Retention technique

A. Potential drop-outs identified; i.e., low grades, high absenteeism, etc.

B. Point system established for going to class; avoiding being sent to principal's office; time spent on special projects, etc. When all in the group have accumulated 60 points counselor takes them on a school day trip.

NEEDS ASSESSMENT SURVEY
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						Needs	Not Met	Needs	Not Met	Needs	Not Met
	CATEGORY 17: UNDERSTANDING THE GUIDANCE PROGRAM										
	Item	58.	To get to know my counselor/advisor better.								
		59.	To talk about personal concerns with a counselor.								
		60.	To become more fully aware of the guidance/counseling services.								

CODE 17.1	OBJECTIVE(S) To enable all students, parents and school staff to know the services of the guidance program.

CODE	PLANNED ACTIVITIES	Staff Assigned	Timeline	Resources	Estimated Cost
17.1.7	ACT RELATED ACTIVITIES A. Use the ACT registration process and Student Profile Report interpretation as a way of enhancing counseling relationships. B. Distribute the Needs Assessment items and procedures to local service clubs, P.T.A., and other groups as a discussion guide to explain guidance services.			ACT Registration Packet Student Profile Needs assessment survey.	

ACTIVITIES RESOURCES, A PARTIAL LISTING

1. "Are You Listening"
Cassette Tape
J.C. Penney Company
1301 Avenue of the Americas
New York, NY 10019

2. *Awareness: Exploring, Experimenting, Experiencing*
John O. Stevens
Real People Press
Box F
Moab, UT 84532

3. "Becoming Aware"
Filmstrip & Record
J.C. Penney Company
1301 Avenue of the Americas
New York, NY 10019

4. "Career Decisions: Finding, Getting and Keeping a Job"
Filmstrips & Overheads
J.C. Penney Company
1301 Avenue of the Americas
New York, NY 10019

5. Causal Behavior
"A Teaching Program in Human Behavior"
The Educational Research Council of America
Rockefeller Building
Cleveland, OH 44113

6. "Cipher in the Snow"
Film, 16 mm
Educational Media Service
290 H.R.C. Building
Brigham Young University
Provo, UT 84602

7. *Clarifying Values Through Subject Matter*
Merrill Harmin, Howard Kirschenbaum, and Sidney Simon
Winston Press, Inc.
25 Groveland Terrace
Minneapolis, MN 55401

8. "Cluster Interest Inventory"
Doug Herzog
South Dakota Career Education
435 Tenth Ave., N.W.
Watertown, SD 57201

9. *Educational Programs That Work, Vol. II*
New Jersey Facilitator Project
Division of Research, Planning, and Evaluation
Department of Education, State of New Jersey
225 West State Street
Trenton, NJ 08625 Sept. 1975

A catalog of demonstration sites of successful educational programs from across the U.S., disseminated through a national communications network sponsored by the U.S. Office of Education

10. *Handbook of Structured Experiences for Human Relations Training*
William Pfeiffer and John Jones
University Associates Publishers and Consultants
7596 Eads Street
La Jolla, CA 92037

11. Human Development Program
Human Resources Development Training Institute
7574 University Avenue
La Mesa, CA 92041

12. *Ms. Magazine*
123 Garden Street
Marion, Ohio 43302

13. *Occupational Outlook Handbook*
U.S. Department of Labor
Bureau of Labor Statistics
911 Walnut Street
Kansas City, MO 64106

14. "Only Human"
Film
National Association for Mental Health Services
324 N. Fairfax Street
Alexandria, VA 22314

15. *Parent Effectiveness Training*
The Tested New Way to Raise Responsible Children
Dr. Thomas Gordon
Peter H. Wyden, Inc. Publisher
New York, NY 10017

16. *A Place to Stand (While Putting Yourself Together)*
Dr. Earl Reum
Coordinator of Student Activities
Jefferson County Schools
1290 Quail Street
Lakewood, CO 80215

17. Psychological Education Project
Norman Sprinthall and Ralph Moser
Harvard Graduate School of Education
Cambridge, MA 02138

18. *Self-Enhancing Education*
Norman Randolph and William Howe
Educational Development Corporation
3000 Sand Hill Road
Menlo Park, CA 94025

19. *Strategies for Helping Students* (in press)
Calvin Catterall and George Gazda
Charles C. Thomas, Publisher
301-327 East Lawrence Avenue
Springfield, IL 62703

20. *Ten Interaction Exercises for the Classroom*
N.T.L. Institute for Applied Behavioral Sciences
1201 16th Street N.W.
Washington, DC 20036

21. Values Clarification
Sidney Simon, Leland Howe and Howard Kirschenbaum
Hart Publishing Co., Inc.
New York, NY 10001

22. *Values and Teaching*
Louis Raths, Merrill Harmin and Sidney Simon
Charles Merrill Publishing Company
1300 Alum Drive
Columbus, OH 43216

23. VIEW
(Vital Information for Education and Work)
Available from participating states

24. *What Can I Do With A Major In . . . ?*
Lawrence R. Malnig and Sandra L. Morrow
St. Peter's College Press
Jersey City, NJ 07306

EVALUATION RESOURCES, A PARTIAL LISTING

1. Evaluating School Counseling Programs: Retrospect and Prospect
Gerald J. Pine
Measurement and Evaluation in Guidance: 8 (3), October, 1975

2. *A Guidance Program Development Model*
New York State Education Department
Albany, N.Y.: Author, 1975

3. *Guidelines for the Self-Study of a School District Guidance Program*
Pennsylvania Department of Education
Harrisburg, Pa. Division of Guidance Services, 1974.

   The publication reviews a number of evaluation instruments which survey administrators, graduates, students, parents, and teachers for their perceptions of the school guidance program.

4. *Professional Audit for Secondary School Counselors*, 1974
American School Counselors Association (ASCA) and National Association of College Admission Counselors (NACAC)
APGA, 1607 New Hampshire Avenue
Washington, DC 20009
or
NACAC, 9933 Lawler Avenue
Suite 500
Skokie, IL 60076

5. *Vocational Guidance and Career Development in the Schools: Toward a Systems Approach*
E. L. Herr and S. H. Crammer
Boston: Houghton Mifflin, 1972

   The authors put forth an evaluation concept based on a systems approach.

ACT PUBLICATIONS FOR SECONDARY SCHOOL GUIDANCE PROGRAMS

Assessment Program

1. *Taking the ACT Assessment*

   1976-77, Free, Order No. 1-2-2.767 (Eastern Edition), No. 1-2-3.767 (Western Edition)

   This comprehensive booklet is part of the ACT Assessment registration packet. It contains all the information a student needs to register for the ACT Assessment, including detailed instructions for completing the four-page registration folder and responding to the ACT Interest Inventory and Student Profile Section. Registration deadline dates and test center, institution, and agency code number listings are provided in the 32-page booklet. (The Eastern Region Edition contains a listing of test centers east of the Mississippi and in Canada; the Western Region Edition, a listing of test centers west of the Mississippi and in foreign countries.) Also included are sample test items designed to introduce students to the types of questions they will encounter on the four timed ability tests.

   Registration packets, consisting of a copy of *Taking the ACT Assessment*, a four-page registration folder, and a preaddressed return envelope, are available in most high school guidance and college admissions offices.

2. *Your ACT Assessment Results*

   Student's Guide, 1976-77, Free, Order No. 1-4-1.767

   Each student who has taken the ACT Assessment receives a copy of *Planning for College* and a Student Profile Report (SPR). The booklet helps the student interpret the information on the SPR and contains suggestions for using Assessment results in making educational and career plans and decisions. A list of selected additional resources for college planning is also included.

3. *Counselor's Handbook**

   1976-77, $1.00, Order No. 1-4-2.767

   This guide for using the ACT Assessment in precollege guidance contains all the basic information the high school counselor needs to help students use the ACT Assessment as they make educational and career plans and decisions. Details about registering for the Assessment and methods for helping students interpret their Student Profile Reports are provided. There is also a section which contains suggestions for both individual and group counseling uses of Assessment information.

   *Routinely sent to high school directors of counseling.

4. List Report

   Accompanies ACT Score Reporting Service to high schools having five or more ACT tested students on each of the national test dates. List Report includes name, sex, high school grades, ACT standard scores, college choice codes and GPA probabilities.

5. High School Labels

   Accompanies each student profile report. Contains name, high school grades, ACT standardized scores, and college bound percentiles.

6. High School Student Profile Report (HSSPR)

   Two copies provided to counselor for each ACT tested student from that school. One copy for the counselor, one copy for the student. Contains array of test scores, high school grades, student profile information, interest inventory, and information about college choices.

7. Pre-Test Visuals

   Paper copy of visuals that can be made into transparencies for group presentation using the overhead projector. Visuals are designed to prepare students for taking the ACT Assessment. The set also suggests many postsecondary discussion questions for group review.

8. Post-Test Visuals

   Designed to be made into transparencies for use with the overhead projector in a group interpretation session.

9. High School Class Profile

   A composite report of selected information from the test section and student profile section. This report is generated each year on a no cost basis for each high school having 50 or more ACT tested students. Also ACT generates district-wide and state-wide profile reports on a special arrangement basis.

10. High School Profile Visuals

    Paper copies of graphically illustrated data taken from above report. Designed for presenting information, using the overhead projector, to faculty, administration, etc. Visuals accompany each high school profile report.

11. *Your College-Bound Students*

    Booklet contents describe the above composite report and suggest interpretation techniques and information.

Career Planning Programs

The **ACT CPP** is a guidance-oriented program designed to give students and their counselors information useful for the transition from high school to career-related postsecondary training. Intended for use with students considering less than 4 years of postsecondary work, the program stresses both educational and vocational planning, and may also be appropriate for students planning to transfer to 4-year institutions.

1. *ACT CPP Brochure*

   1975, Free, Order No. 3-4-1.767

   This brochure provides basic information about the ACT Career Planning Program.

2. *Planning: Your Post-High School Career*

   ACT CPP Student's Booklet, 1976, $1.00, Order No. 3-4-2

   This illustrated booklet helps students interpret their CPP Student Reports and shows them how to use the information in exploring careers and making decisions. Included are descriptions of 25 Job Families, grouped according to 8 career areas, along with information about related educational programs. An important purpose of the booklet is to increase students' understanding of themselves in relation to the world of work.

3. *ACT CPP Counselor's Manual*

   1976, $1.00, Order No. 3-4-3

   Questions frequently asked about the ACT CPP are answered in this manual, which also contains sections on decision making and the interpretation of tests. Suggestions for using the ACT CPP in counseling, guidance, and placement are provided, as well as a comprehensive list of career planning references and exercises for use with students.

4. CPP Pre-Planning and Post Assessment Interpretive Visuals

   The CPP pre-planning visuals are designed to assist counselors in helping students prepare to participate in the Career Planning Program. They focus on the first stages of the postsecondary career/educational planning process.

   The CPP post assessment interpretive visuals present counselors a vehicle for interpreting CPP results for students in a group guidance setting.

   Either or both of these sets of visuals are available in paper copy form upon request.

Student Assistance Programs

1. Family Financial Statement

   Packet containing preaddressed return envelope, family financial statement form, and postsecondary institution code list. Packets are available through secondary school guidance offices and most postsecondary institution financial aid offices.

2. Financial Aid Visuals

   Set of paper copy graphics designed to be converted to visuals for use on the overhead projector. These visuals portray basic concepts of need analysis and financial package sources. Single sets available to counselors at no cost.

3. Financial Aid Tabloid

   Small newsprint handout for distribution to parents and students. Keyed to above visuals. Quantities available at no cost to school counselors.

4. Financial Aid Video Tape

   Thirty minute video tape explains financial aid processes and programs. Tape is available in 1/2" b/w or 3/4" color cassette on a one day loan basis to schools by special arrangement. Tape is also available on a special loan basis for state or regional beaming. For further information on the video tapes, contact the ACT Regional Director serving your area.

ACT MATERIALS AVAILABLE FROM:

ACT Educational Services Division
P.O. Box 168
Iowa City, IA 52240

or from the nearest Regional Office

APPENDIXES

1. Programmatic Development: Objectives
2. Other needs assessment items
3. Needs Assessment Data Summary Sheet
4. Priority Quadrant Matrix (blank)
5. Needs Assessment Scoring Service — ACT
6. Self Perception Questionnaire
7. Time-Task Record Sheet (blank)
8. Needs Assessment Planning and Evaluation Record Sheet (blank)
9. Needs Assessment Evaluation Summary Sheet (blank)
10. The Scattergram
11. Converting Scattergram to Probabilities
12. Problem Analysis Sequence Sheet
13. Blizzard Survival Game
    Lost at Sea
14. Budget and Income Form
15. River City H.S. — Community Resource Guide
16. River City Personal Planning Record Sheet
17. ACT Profile Report — Student Copy
18. H.S. Class Profile Table of Contents
    H.S. Class Profile Summary
19. College Planning/Search Book
20. Missouri Needs Assessment — Teachers
    Missouri Needs Assessment — Parents
    Missouri Needs Assessment — Employers

The Iowa State Department of Public Instruction and the University of Iowa have developed a project publication, *Programmatic Development: Refocus.* One of the purposes of the publication is to help counselors identify objectives for programs in their schools. The objectives, which have been classified within four domains—social, community, education and career—are listed below.

EDUCATIONAL DOMAIN

Objectives

Identify those general objectives which are appropriate given the needs of your school.

☐ Students will be aware of the school's physical plant and locations of service functions.

☐ Students will be aware of graduation requirements.

☐ Students will be aware of the curriculum alternatives.

☐ Students will be aware of the abilities needed for effective functioning in each curriculum alternative.

☐ Students will be aware of elective courses and extracurricular activities that are available.

☐ Students will be aware of expected behavior in the school setting.

☐ Students will be aware of their academic abilities and particular limitations.

☐ Students will be aware of their educational interests.

☐ Students will be aware of a curriculum that is consistent with their ability and interests.

☐ Parents will formulate educational expectations for their children that are consistent with their ability and interests.

☐ Students will decide on electives that are consistent with their ability, interests and future goals.

☐ Students will decide on extracurricular activities that are consistent with their interests and abilities.

☐ Students will develop an attitude to achieve their maximum potential.

☐ Students will become competent in skills needed for achievement consistent with their ability.

☐ Students will identify with and conform to the organized structure of the school community.

☐ Students will take responsibility in meeting the demands (i.e., assignments, regulations) of school.

☐ Students will effectively handle school frustrations.

☐ Students will be able to express independent views in an acceptable fashion.

☐ Students will demonstrate confidence in their educational goals.

☐ Students will complete their chosen curriculum.

☐ Students pursuing further education will be consistent with their measured abilities, past achievement and interests.

☐ Students will be aware of how they are progressing in each class and how they could improve their work.

CAREER DOMAIN

Objectives

Identify those general objectives which are appropriate given the needs of your school.

☐ Students will become aware of the training requirements and needed skills of occupations.

☐ Students will become aware of the economic and social rewards of different occupations.

☐ Students will become aware of the work and social roles expected of different occupations.

☐ Students will become aware of the differences between necessary skills and expected role behaviors of different occupation levels.

☐ Students will become aware of the concept of work in our society, the occupational structure and significant trends.

☐ Students will become aware of their particular occupational abilities, interests and potentialities.

☐ Students will become aware of their attitudes and emerging values toward various social roles and work roles required of different occupations.

☐ Students will make tentative choices of an occupational area that are consistent with their interests and abilities.

☐ Parents will formulate occupational expectations for their children that are consistent with their abilities and interests.

☐ Students will identify occupational alternatives that are consistent with their abilities and stated interests.

☐ Students will become competent in skills needed for their occupational choice and appropriate to their present developmental levels of ability.

☐ Students will develop an attitude that maximum effort on work tasks is important.

☐ Students will participate in a training/educational program that is necessary for entrance into their chosen occupation.

☐ Students will participate in activities that are related to and expected in their chosen occupations.

☐ Students will make the adjustments necessary to maintain consistent progress toward the achievement of career goals.

☐ Students will have congruence between their chosen careers and their measured abilities and interests.

☐ Students will acquire feelings of competence and adequacy in the performance of their chosen career.

☐ Students will gain employment in a career which they have chosen.

☐ Students will feel success in their employment.

☐ Students will be judged competent by supervisors.

SOCIAL DOMAIN

Objectives

Identify those general objectives which are appropriate given the needs of your school.

☐ Students will be aware of the social groups that are available or imposed upon them.

☐ Students will be aware of the need to identify and affiliate with basic social groups.

☐ Students will be aware of the need to have friends that are accepted by their parents and significant others.

☐ Students will be aware of their responsibilities in the home.

☐ Students will be aware of the grooming and other personal expectations of the social groups with which they are affiliated.

☐ Students will be aware of attitudes and values of social groups with which they affiliate or which may be open to them.

☐ Students will become aware of the skills needed for effective functioning in their social group such as cooperation, compromise, and respect for others.

☐ Students will be aware of the differences in skills needed for effective functioning with each of their social groups.

☐ Students will be aware of their ability to function within their social groups.

☐ Students will be aware of their limitations in functioning in specific social groups.

☐ Students will become aware of their personal characteristics that are related to social acceptance and harmonious interpersonal relationships.

☐ Students will be aware of and differentiate among social roles appropriate to their sex.

☐ Students will evaluate opportunities for social affiliation and choose social groups that are acceptable in their society.

☐ Students will develop personal characteristics consistent with the expectations of their social groups.

☐ Students will choose social activities with an understanding of various life styles.

☐ Students will become competent in skills that are needed for effective functioning in their social groups (family, peers and significant others).

☐ Students will be aware of how to carry out responsibilities as a family member.

☐ Students will affiliate and participate constructively in acceptable social groups that are satisfying to them.

☐ Students will take initiative in handling their roles as family members.

☐ Students will take responsibility in adhering to the standards of their social groups (family, peers, and significant others).

☐ Students will be able to express independent social views in an acceptable fashion.

☐ Students will have congruence between their personal values and the values of the groups with which they affiliate.

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☐ Students will place high priority on recognition and esteem by socially acceptable groups.

☐ Students will demonstrate self-confidence in their social relationships.

☐ Students will make contributions (consistent with ability) to social groups of which they are a part.

☐ Students will actively seek new social experiences and adequately cope with them.

COMMUNITY DOMAIN

Objectives

Identify those general objectives which are appropriate given the needs of your school.

☐ Staff members will know various social and business agencies within the community.

☐ Staff members will know the appropriate referral procedures required by social service or business agencies.

☐ Staff members will be aware of various community and service groups, and how these groups can assist students and staff members.

☐ The community will be aware of student services available within the educational setting itself.

☐ The community will be aware of those educational services which are also available to nonstudents.

☐ The staff members will know about significant attitude and value formations held by the general community.

☐ The community and staff members will understand concepts of students' rights within the educational and community setting.

☐ Staff members will be aware of agencies and businesses which provide citizen and governmental services.

☐ Community members will understand the specifics of educational and career opportunities.

☐ The community will have an integral understanding of guidance functions within the larger educational setting.

☐ The staff and community members will have an understanding of the developmental and preventative nature of a guidance program.

☐ Staff and community members will understand specific counseling services available such as consulting and coordinating of relevant activities.

☐ The staff and community will understand specific phases of the total guidance program such as orientation, appraisal, placement, followup, follow through, referral, and information services.

☐ The staff and significant community members will be involved with the systematic planning, implementation and evolution of the comprehensive guidance program.

☐ Staff and community members will understand the guidance programs as community oriented, serving graduates, preschoolers, dropouts and other community members.

☐ The staff members will understand specific counseling services available in the development of guidance related curriculum in values clarification, decision making, life style analysis and others.

☐ Community members, particularly parents, will understand what services exist for school age and preschool children and how they can be effectively utilized.

☐ Staff, students and community members will understand goals of the guidance program as focusing on an understanding of self and others, mutual respect, decision making, and increased responsibility for one's education, career and social choices.

Appendix 2

OTHER NEEDS ASSESSMENT ITEMS NOT INCLUDED IN RIVER CITY SET

(WORKSHEET FOR COUNSELORS)

Examples:

1. Need to improve my writing skills
2. Need to improve my reading skills
3. Need to improve my math skills
4. Need to know more about how to get references
5. Need to know more about how to write a job resume
6. Need to better understand people of other races
7. Need to better understand people of different cultural backgrounds
8. Need to know where to go to rectify an injustice
9. Need to know more about consumerism
10. Need to budget my time better
11. Need to know how to earn college credit without taking a course (credit by examination)
12. Others

____

____

____

	NEED RESPONSES/NI						SATISFACTION RESPONSES (S + M)/NMI				
	Strong Need	Moder-ate Need	Weak Need	No Need	N	(S+M) N	Need Being Met	Need Partially Being Met	Need Not Being Met	N	PM+NOT N
Item											
Item											
Item											
Item											
Item											
Category 13			☒	☒			☒				
Item											
Item											
Item											
Item											
Item											
Category 14			☒	☒			☒				
Item											
Item											
Item											
Item											
Item											
Category 15			☒	☒			☒				
Item											
Item											
Item											
Item											
Item											
Category 16			☒	☒			☒				
Item											
Item											
Item											
Category 17			☒	☒			☒				

NEEDS ASSESSMENT
DATA SUMMARY SHEET

	NEED RESPONSES/NI						SATISFACTION RESPONSES (S + M)/NMI				
	Strong Need	Moder-ate Need	Weak Need	No Need	N	(S+M) N	Need Being Met	Need Partially Being Met	Need Not Being Met	N	PM+NOT N
Item											
Item											
Item											
Item											
Item											
Category 1			☒	☒			☒				
Item											
Item											
Item											
Item											
Category 2			☒	☒			☒				
Item											
Item											
Item											
Item											
Item											
Category 3			☒	☒			☒				
Item											
Item											
Item											
Item											
Category 4			☒	☒			☒				

	NEED RESPONSES/NI						SATISFACTION RESPONSES (S + M)/NMI				
	Strong Need	Moder-ate Need	Weak Need	No Need	N	(S+M) N	Need Being Met	Need Partially Being Met	Need Not Being Met	N	PM+NOT N
Item											
Item											
Item											
Item											
Item											
Category 5			☒	☒			☒				
Item											
Item											
Item											
Item											
Item											
Category 6			☒	☒			☒				
Item											
Item											
Item											
Item											
Category 7			☒	☒			☒				
Item											
Item											
Item											
Item											
Item											
Category 8			☒	☒			☒				

Appendix 3.2

	NEED RESPONSES/NI						SATISFACTION RESPONSES (S + M)/NMI				
	Strong Need	Moder-ate Need	Weak Need	No Need	N	(S+M) N	Need Being Met	Need Partially Being Met	Need Not Being Met	N	PM+NOT N
Item											
Item											
Item											
Item											
Item											
Item											
Category 9			☒	☒			☒				
Item											
Item											
Item											
Item											
Category 10			☒	☒			☒				
Item											
Item											
Item											
Item											
Item											
Category 11			☒	☒			☒				
Item											
Item											
Item											
Item											
Category 12			☒	☒			☒				

Appendix 4

NEEDS ASSESSMENT PRIORITY QUADRANT MATRIX

	NOT MET INDEX	
NEED INDEX	**Low**	**High**
High	*(High-Low)* Moderate Priority	*(High-High)* High Priority
Low	*(Low-Low)* Low Priority	*(Low-High)* Moderate Priority

THE RIVER CITY NEEDS ASSESSMENT SCORING SERVICE OFFERED BY THE AMERICAN COLLEGE TESTING PROGRAM

The needs assessment instrument used by River City has not been researched by the American College Testing Program, nor has ACT developed normative data. Although ACT, in developing the River City model, did not intend to offer, and does not intend to promote, a scoring service, many requests have been received to do so. In response to these requests, ACT will provide on an at-cost basis the scoring and reporting service described below. The scoring technique used will be the basic procedure described in this model.

1. Only forms predesigned by ACT will be used.

2. Up to 10 local items may be added.

3. Scoring will be done only four times during the year: October 1, 1976, December 1, 1976, February 1, 1977, and April 1, 1977.

4. A minimum of 100 answer sheets is required for any one school or scoring code number.

5. Cost: There will be a $25.00 set-up charge for each scoring code number. Answer sheets: 1-500 @ .45; 500-1,000 @ .40; over 1,000 @ .35.

6. Turnaround time will be three weeks.

7. Reports will include data for total group plus reports by sex, high school grade average, and class, plus an option for local selection of subgroup population; i.e., educational level of aspiration, race, special needs, etc.

8. For further information, contact the ACT Regional Director in your state or:

   Dr. James Maxey
   Research Services
   ACT Program
   P.O. Box 168
   Iowa City, Iowa 52240
   (319) 356-3866

RESEARCH AND DATA COLLECTION PROJECTS MAY BE ARRANGED ON A CONTRACTUAL BASIS WITH THE AMERICAN COLLEGE TESTING PROGRAM. EXAMPLES OF THESE PROJECTS INCLUDE: THE NORTH DAKOTA POST-HIGH SCHOOL INFORMATION SURVEY; THE OHIO STUDENT SURVEY; THE HOUSTON COMMUNITY COLLEGE SYSTEM SURVEY, ETC. FOR FURTHER INFORMATION REGARDING THESE KINDS OF CONTRACTUAL SERVICES CONTACT YOUR ACT REGIONAL DIRECTOR OR DR. MAXEY.

Appendix 6.1

SELF PERCEPTION QUESTIONNAIRE

Directions: Please select one of the responses to each of the following statements, considering how you were **Before** this experience and how you are **Now,** by marking your response on the answer sheet. Please note that your answers are sequenced across the answer sheet.

1. Never
2. Seldom
3. Occasionally
4. Often
5. Always

1. Share things about myself with others.
Before ____
Now ____

2. Express my feelings.
Before ____
Now ____

3. Trying to please other people.
Before ____
Now ____

4. I am tense.
Before ____
Now ____

5. Be spontaneous with other people.
Before ____
Now ____

6. Assert myself with other people.
Before ____
Now ____

7. Sensitivity to others' feelings.
Before ____
Now ____

8. I belong in the group.
Before ____
Now ____

9. Know why I think and feel the way I do.
Before ____
Now ____

10. Feel left out of things much of the time.
Before ____
Now ____

11. Feel at ease talking about sex in a group.
Before ____
Now ____

12. Feel accepting of others as they are.
Before ____
Now ____

13. Overcome my fear of uneasiness with showing tenderness.
Before ____
Now ____

14. Recognize when people are uncomfortable.
Before ____
Now ____

15. Recognize and accept previously unacceptable parts of myself.
Before ____
Now ____

16. Have my feelings of extreme loneliness subside.
Before ____
Now ____

17. At ease talking about sex when I am alone with a member of the opposite sex.
Before ____
Now ____

18. Show an interest in others.
Before ____
Now ____

19. Able to work out difficulties with another person.
Before ____
Now ____

20. Able to help others when they are feeling down.
Before ____
Now ____

21. Be responsible for the way I live my life regardless of the feelings of others.
Before ____
Now ____

22. Worry how I impress people.
Before ____
Now ____

23. Social relationships with a member of the opposite sex frighten me.
Before ____
Now ____

24. Be comfortable without always defending my actions.
Before ____
Now ____

25. Feel that people can be interested in me.
Before ____
Now ____

26. Understanding others rather than trying to change them.
Before ____
Now ____

27. Talk about embarrassing things in the group without being afraid they will reject me.
Before ____
Now ____

28. Feel inferior to other people.
Before ____
Now ____

29. Comfortable with talk about sex.
Before ____
Now ____

30. Accept criticism without losing my self-esteem.
Before ____
Now ____

31. Have feelings of importance.
Before ____
Now ____

1. Never
2. Seldom
3. Occasionally
4. Often
5. Always

32. Respond to others when they are feeling sad or uncomfortable.
Before ____
Now ______

33. Feel awkward in meeting people.
Before ____
Now ______

34. Feel self-centered.
Before ____
Now ______

35. Pretend I am something that I really am not.
Before ____
Now ______

36. Be happy without always worrying about pleasing others.
Before ____
Now ______

37. Have people honestly tell me what they think of me.
Before ____
Now ______

38. Come across as trustful with people.
Before ____
Now ______

39. Feel uncomfortable getting acquainted with people.
Before ____
Now ______

40. Be self-confident.
Before ____
Now ______

41. Be more comfortable just being myself without putting on a front.
Before ____
Now ______

42. Feel free to express warm feelings toward my friends.
Before ____
Now ______

43. Know the things I do that turn people off.
Before ____
Now ______

44. Know how I come across to others.
Before ____
Now ______

45. Know the way I relate to other people.
Before ____
Now ______

46. Have trouble in keeping a conversation going.
Before ____
Now ______

47. Spend large amounts of my time unhappy.
Before ____
Now ______

48. Being able to express myself in words.
Before ____
Now ______

49. Revealing my weaknesses in a group.
Before ____
Now ______

50. Taking the initiative in approaching and meeting people.
Before ____
Now ______

51. Getting along with people.
Before ____
Now ______

52. Feeling timid or shy.
Before ____
Now ______

53. Taking everything so seriously.
Before ____
Now ______

54. Speaking up in classroom discussions.
Before ____
Now ______

55. Controlling my anger.
Before ____
Now ______

56. Being a listener.
Before ____
Now ______

57. Saying what is bothering me rather than holding it in.
Before ____
Now ______

58. Develop some close friends.
Before ____
Now ______

59. Worry about unimportant things.
Before ____
Now ______

60. Striving for perfection in everything that I undertake.
Before ____
Now ______

61. Expressing honestly felt anger.
Before ____
Now ______

62. Having an idea of both my strong points and my weak points.
Before ____
Now ______

63. Expressing negative and/or positive feelings toward another person.
Before ____
Now ______

64. I am accepted by the group.
Before ____
Now ______

65. Uncomfortable expressing hostile feelings toward my friends.
Before ____
Now ______

Acknowledgement: Further development of this instrument is in progress. Counselors collecting data from this experimental form are requested to correspond with the authors: Joe Davis or Julian Fabry, University of Nebraska, Omaha, Nebraska 68132. This instrument was adapted from original work by David J. Melby and Kenneth M. Ralph.

Appendix 7

River City High School Guidance Services
TIME AND TASK RECORD — SUMMARY

Category____

Priority____________________

Obj. Code	Act. Code	Time/Task Line												Staff
		Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	

NEEDS ASSESSMENT SURVEY
PLANNING AND RECORD SHEET

PRIORITY	Data Summary	Administered by:	Date	Tabulated by:	Timeline Coding	Response Indices					
					B.O. Beginning of E.O. End of DUR During ON Specific Date O.G. Ongoing	Grade ___		Grade ___		Grade ___	
						Needs	Not Met	Needs	Not Met	Needs	Not Met
	CATEGORY										
	Item										

CODE	OBJECTIVE(S)

CODE	PLANNED ACTIVITIES	Staff Assigned	Timeline	Resources	Estimated Cost

NEEDS ASSESSMENT
EVALUATION SUMMARY

ACTIVITY CODE	CATEGORY:
	OBJECTIVE:
	EVALUATION METHODS: A. ACTIVITY-PARTICIPATION ACCOUNTING B. ACTIVITY-RELATED PERFORMANCE C. REASSESSMENT OF NEEDS

Appendix 10.1

THE SCATTERGRAM

The scattergram is a technique used to compare the relationship of one variable with another (correlation). Preparing a scattergram for a group of test scores (ACT) with a criterion (course grade) has two distinct advantages. One, it will give at a glance a feeling for the degree of relationship between the scores and the grades; second, it will show a graphic isolation of those individuals falling away from a straight line relationship.

A similar technique can be performed using grades from a specific course (predictor) in the local school against course grades in a related or higher level course as the criterion. The same procedure could be applied using scores from a standardized test as the predictor against grades in a specific course, i.e., DAT Numerical Reasoning (predictor) against Algebra I grades (criterion).

Students thus identified can be evaluated in a more thorough manner, with such evaluation leading to a more helpful counseling relationship and assistance in college planning or high school course selection.

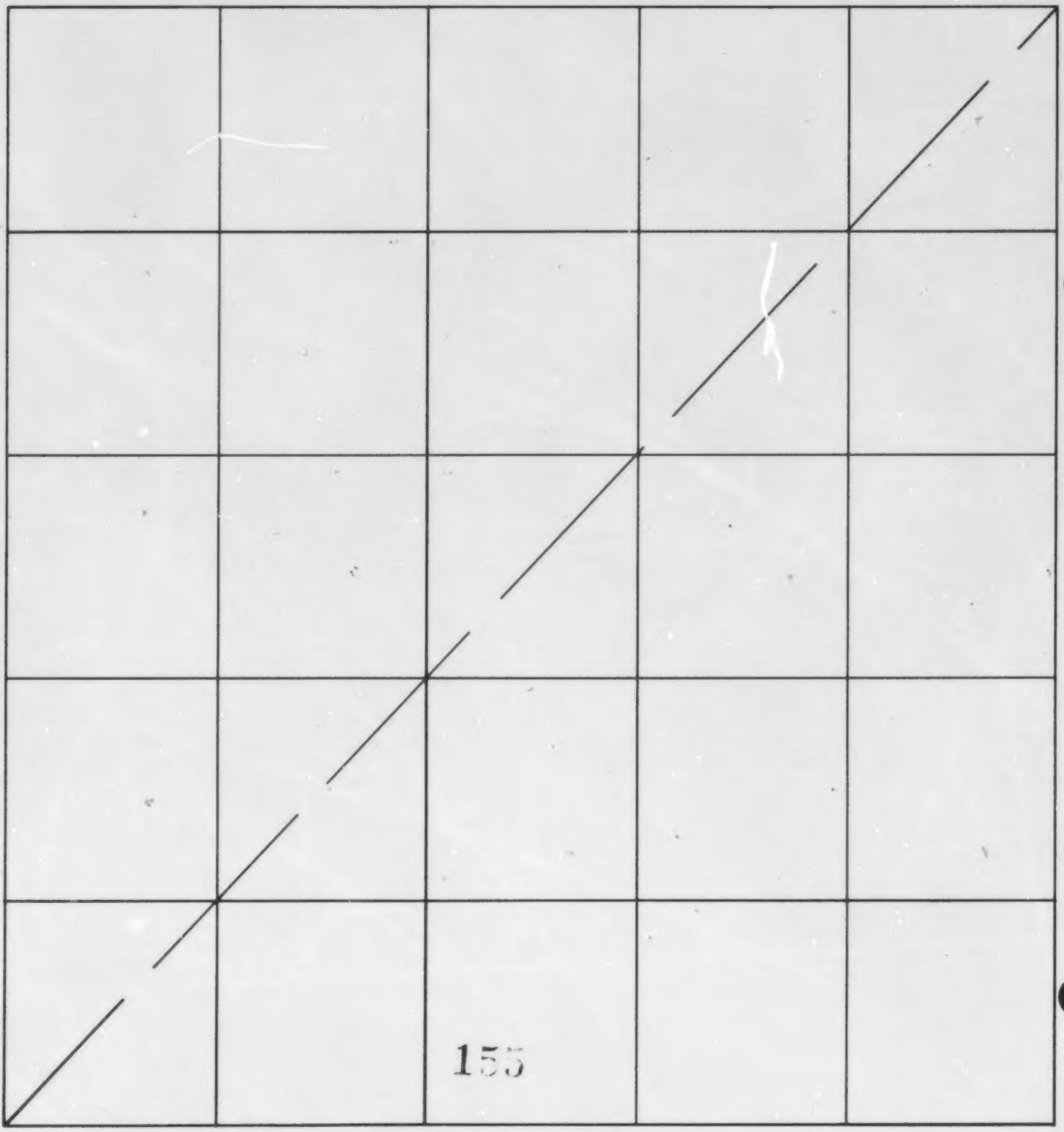
High School______________________________ **College**______________________________

CRITERION

____

PREDICTOR

____



THE SCATTERGRAM

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Students thus identified can be evaluated in a more thorough manner, with such evaluation leading to a more helpful counseling relationship and assistance in college planning or high school course selection.

ILLUSTRATION

High School River City

College River City Community College

CRITERION

Algebra 101

PREDICTOR MATH. USAGE	F	D	C	B	A
26+					Bozman, D. Marsch, P. Pederson, F. Snellen, B. (4)
22-25	Victor, L. (1)		Kingsley, M. Troost, C. (2)	Hibbard, M. A. Ridzak, R. Smith, G. Underwood, V. Vance, D. Venables, V. Vox, P. (7)	Tuttle, R. (1)
18-21		Ball, F. Pederson, W. Wyman, M. (3)	Hartley, J. Heller, B. Hibbard, R. J. McKee, A. McKeever, S. Reid, G. Womer, L. Tolson, B. Unslow, M. Ulum, M. White, D. Walker, S. Wilson, W. (13)	Bickner, J. New, D. Swemmer, L. Voornee, A. (4)	
14-17		Swartz, T. Yost, J. (2)	Young, J. (1)	Twaddell, P. (1)	
13 below	Park, W. (1)		Pederson, M. (1)		
GRADE DISTRIBUTIONS	F-2	D-5	C-17	B-12	A-5

Appendix 11.1

CONVERTING SCATTERGRAM SUMMARY TO PROBABILITIES

ILLUSTRATION

______________________ **High School** ______________________ **College**

______________________ **Predictor** ______________________ **Criterion**

Number Of Students	**PREDICTOR**	**CRITERION**					**PROBABILITY**				
	ACT SCORES Subtest ______										
	Categories	*Number Receiving Each Grade*					*Percent Receiving Each Grade*				
		A	**B**	**C**	**D**	**F**	**A**	**B**	**C**	**D**	**F**
	26+										
	22-25										
	18-21										
	14-17										
	13-below										

THE SCATTERGRAM

The scattergram is a technique used to compare the relationship of one variable with another (correlation). Preparing a scattergram for a group of test scores (ACT) with a criterion (course grade) has two distinct advantages. One, it will give at a glance a feeling for the degree of relationship between the scores and the grades; second, it will show a graphic isolation of those individuals falling away from a straight line relationship.

A similar technique can be performed using grades from a specific course (predictor) in the local school against course grades in a related or higher level course as the criterion. The same procedure could be applied using scores from a standardized test as the predictor against grades in a specific course, i.e., DAT Numerical Reasoning (predictor) against Algebra I grades (criterion).

Students thus identified can be evaluated in a more thorough manner, with such evaluation leading to a more helpful counseling relationship and assistance in college planning or high school course selection.

ILLUSTRATION

High School River City

College River City Community College

CRITERION

Algebra 101

PREDICTOR MATH. USAGE	F	D	C	B	A
26+					Bozman, D. Marsch, P. Pederson, F. Snellen, B. (4)
22-25	Victor, L. (1)		Kingsley, M. Troost, C. (2)	Hibbard, M. A. Ridzak, R. Smith, G. Underwood, V. Vance, D. Venables, V. Vox, P. (7)	Tuttle, R. (1)
18-21		Ball, F. Pederson, W. Wyman, M. (3)	Hartley, J. Heller, B. Hibbard, R. J. McKee, A. McKeever, S. Reid, G. Womer, L. Tolson, B. Unslow, M. Ulum, M. White, D. Walker, S. Wilson, W. (13)	Bickner, J. New, D. Swemmer, L. Voornee, A. (4)	
14-17		Swartz, T. Yost, J. (2)	Young, J. (1)	Twaddell, P. (1)	
13 below	Park, W. (1)		Pederson, M. (1)		
GRADE DISTRIBUTIONS	F-2	D-5	C-17	B-12	A-5

CONVERTING SCATTERGRAM SUMMARY TO PROBABILITIES

ILLUSTRATION

______________________ **High School** ______________________ **College**

______________________ **Predictor** ______________________ **Criterion**

Number Of Students	**PREDICTOR**	**CRITERION**					**PROBABILITY**				
	ACT SCORES Subtest ____										
	Categories	*Number Receiving Each Grade*					*Percent Receiving Each Grade*				
		A	**B**	**C**	**D**	**F**	**A**	**B**	**C**	**D**	**F**
	26+ 22-25 18-21 14-17 13-below										

Appendix 11.2

CONVERTING SCATTERGRAM SUMMARY TO PROBABILITIES

ILLUSTRATION

River City High __________ **High School**
River City Comm. Coll. __________ **College**

ACT Scores - Math __________ **Predictor**
Algebra 101 __________ **Criterion**

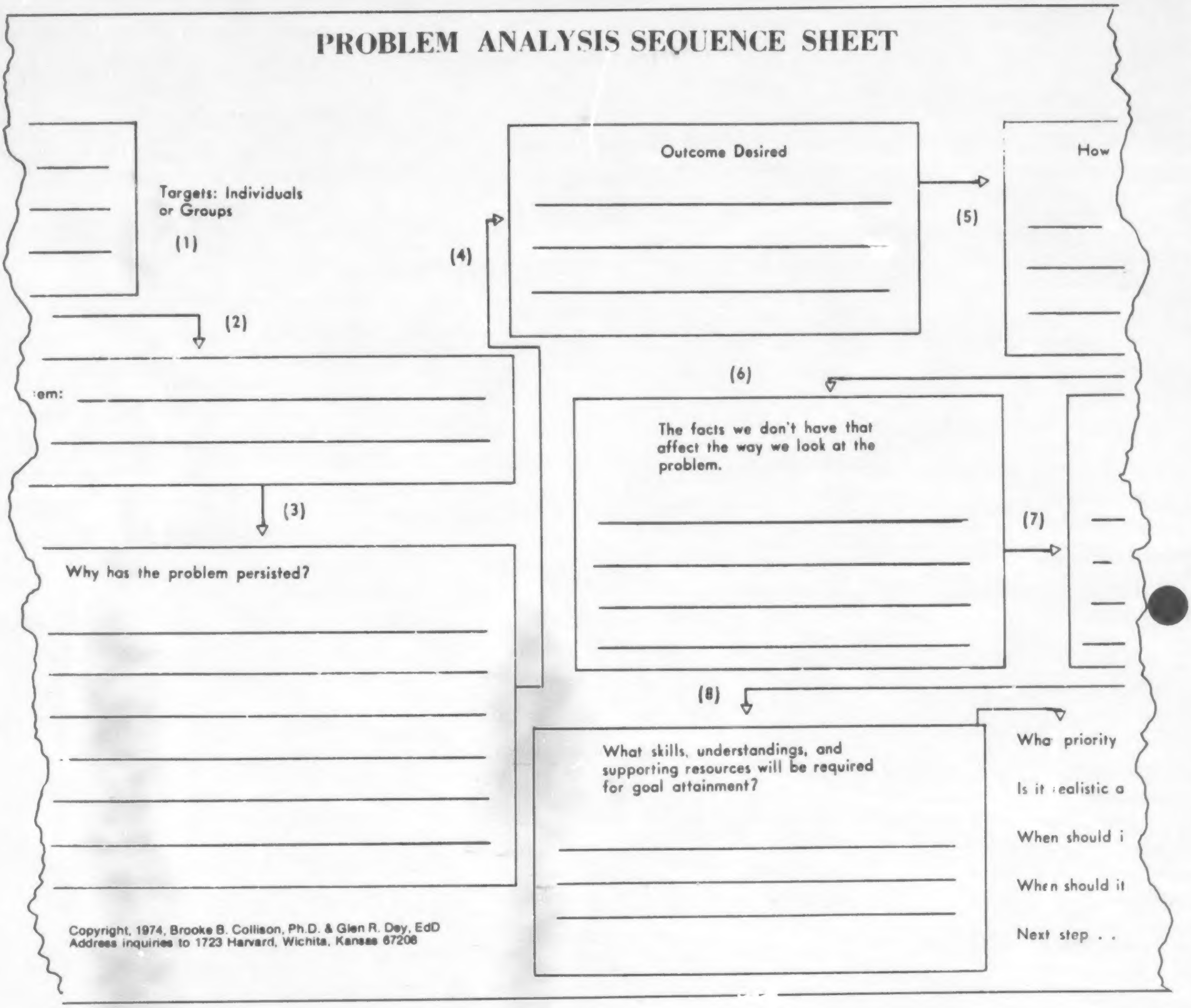
Number Of Students	**PREDICTOR**	**CRITERION**					**PROBABILITY**				
	ACT SCORES Subtest ______										
	Categories	*Number Receiving Each Grade*					*Percent Receiving Each Grade*				
		A	**B**	**C**	**D**	**F**	**A**	**B**	**C**	**D**	**F**
4	26+	4					100				
11	22-25	1	7	2		1	9	64	18	9	
20	18-21		4	13	3			20	65	15	
4	14-17		1	1	2			25	25	50	
2	13-below			1		1			50		50

41   r-.669   Grade Distributions

4.0 - 5
3.0 - 12
2.0 - 17
1.0 - 5
0.0 - 2

160

Appendix 12



PROBLEM ANALYSIS SEQUENCE SHEET

Targets: Individuals or Groups

(1)

(2)

em:

(3)

Why has the problem persisted?

(4)

Outcome Desired

(5)

How

(6)

The facts we don't have that affect the way we look at the problem.

(7)

(8)

What skills, understandings, and supporting resources will be required for goal attainment?

Wha priority

Is it ealistic a

When should i

When should it

Next step . .

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Address inquiries to 1723 Harvard, Wichita, Kansas 67208

BLIZZARD SURVIVAL—LOST AT SEA

"Blizzard Survival" and "Lost at Sea" are activities to be used to emphasize certain survival needs and priorities. These activities are designed to lead students to an understanding of the need for certain career survival skills. These skills can be described as measurable and nonmeasurable. Students can build their own list of nonmeasurable skill needs. The overriding objective in these activities is to prepare students to understand why the measured factors in the Career Planning Program are important.

BLIZZARD SURVIVAL

The Highway Patrol has listed fifteen blizzard survival items. Rate in order of importance the following fifteen items that should be found in the trunk of a car in case it is caught in a blizzard.

____ (1) First aid kit
____ (2) Highway map
____ (3) Two wool blankets
____ (4) Battery jumper cables
____ (5) Compass
____ (6) Steel shovel or hoe
____ (7) Metal coffee pot
____ (8) Thermos of coffee
____ (9) Flashlight
____ (10) Box of facial tissues
____ (11) Box of candy bars
____ (12) Book of matches
____ (13) Gift-wrapped candles
____ (14) Transistor radio
____ (15) Two empty coffee cans

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LOST AT SEA GROUP WORKSHEET

Group ____________

Instructions: This is an exercise in group decision-making. Your group is to employ the group consensus method in reaching its decision. This means that the prediction for each of the fifteen survival items *must* be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. As a group, try to make each ranking one with which *all* group members can at least *partially* agree. Here are some guides to use in reaching consensus.

1. Avoid arguing for your own individual judgments. Approach the task on the basis of logic.
2. Avoid changing your mind if it is only to reach agreement and avoid conflict. Support only solutions with which you are able to agree at least somewhat.
3. Avoid "conflict-reducing" techniques such as majority vote, averaging, or trading in reaching your decision.
4. View differences of opinion as a help rather than a hindrance in decision-making.

____ Sextant

____ Shaving mirror

____ Five-gallon can of water

____ Mosquito netting

____ One case of U.S. Army C rations

____ Maps of the Pacific Ocean

____ Seat cushion (flotation device approved by the Coast Guard)

____ Two-gallon can of oil-gas mixture

____ Small transistor radio

____ Shark repellent

____ Twenty square feet of opaque plastic

____ One quart of 160-proof Puerto Rican rum

____ Fifteen feet of nylon rope

____ Two boxes of chocolate bars

____ Fishing kit

(Reproduced from *The 1975 Annual Handbook for Group Facilitators.* John E. Jones and J. William Pfeiffer, Editors. La Jolla, California: University Associates Publishers, Inc., 1975.)

LOST AT SEA ANSWER AND RATIONALE SHEET[1]

According to the "experts," the basic supplies needed when a person is stranded in mid ocean are articles to attract attention and articles to aid survival *until rescuers arrive.* Articles for navigation are of little importance. Even if a small life raft were capable of reaching land, it would be impossible to store enough food and water to subsist during that period of time. Therefore, of primary importance are the shaving mirror and the two-gallon can of oil-gas mixture. These items could be used for signaling air-sea rescue. Of secondary importance are items such as water and food, e.g., the case of Army C rations.

A brief rationale is provided for the ranking of each item. These brief explanations obviously do not represent all of the potential uses for the specified items but, rather, the primary importance of each.

1—Shaving mirror
Critical for signaling air-sea rescue.

2—Two-gallon can of oil-gas mixture
Critical for signaling—the oil-gas mixture will float on the water and could be ignited with a dollar bill and a match (obviously, outside the raft).

3—Five-gallon can of water
Necessary to replenish loss by perspiring, etc.

4—One case of U.S. Army C rations
Provides basic food intake.

5—Twenty square feet of opaque plastic
Utilized to collect rain water, provide shelter from the elements.

6—Two boxes of chocolate bars
A reserve food supply.

7—Fishing kit
Ranked lower than the candy bars because "one bird in the hand is worth two in the bush." There is no assurance that you will catch any fish.

8—Fifteen feet of nylon rope
May be used to lash equipment together to prevent it from falling overboard.

9—Floating seat cushion
If someone fell overboard, it could function as a life preserver.

10—Shark repellent
Obvious.

11—One quart of 160-proof Puerto Rican rum
Contains 80 percent alcohol—enough to use as a potential antiseptic for any injuries incurred; of little value otherwise; will cause dehydration if ingested.

12—Small transistor radio
Of little value since there is no transmitter (unfortunately, you are out of range of your favorite AM radio stations).

13—Maps of the Pacific Ocean
Worthless without additional navigational equipment—it does not really matter where you are but where the rescuers are.

14—Mosquito netting
There are no mosquitoes in the mid Pacific.

15—Sextant
Without tables and a chronometer, relatively useless.

The basic rationale for ranking signaling devices above life-sustaining items (food and water) is that without signaling devices there is almost no chance of being spotted and rescued. Furthermore, most rescues occur during the first thirty-six hours, and one can survive without food and water during this period.

---

[1] Officers of the United States Merchant Marines ranked the fifteen items and provided the "correct" solution to the task.

Appendix 14

BUDGET AND INCOME FORM

Budget information such as shown here can be used in a variety of ways in group activities. One example would be to have the group build a budget that would support its fantasy life style or ideal job. That budget could then be translated to the need for a job that would pay so much per hour, per day, etc.

AN INDIVIDUAL'S BUDGET OUTLINE: What percent of your net income goes where—If you follow this outline, you will have fewer money problems.

$______ HOUSE: Rent or mortgage payment, plus taxes and repairs. (20%)

$______ FOOD: Just food, not your non-food items. They should be assigned to other budget categories. (20%)

$______ CLOTHES: Varies from month to month. Includes dry cleaning bills. (12%)

$______ SAVINGS: Includes life insurance and any investments. (7%)

$______ MEDICAL: Doctor, dentist, medicine, hospitalization insurance, etc. (3%)

$______ EXTRAS: Everything not covered in other categories, such as car payments, gas, oil, maintenance, entertainment, home furnishings, gifts, personal allowances, etc. (28%)

This pamphlet was prepared to help you quickly figure your net income. Rates are computed hourly, daily, weekly, monthly and annually. Gross and net income are figured, so that you can estimate what your actual take-home pay will be.

per hour	per day	per week	per month	per year gross	per year net*
$ 1.00	$ 8.00	$ 40.00	$ 160.00	$ 2,080	$ 1,394
2.00	16.00	80.00	320.00	4,160	2,787
2.50	20.00	100.00	400.00	5,200	3,484
3.00	24.00	120.00	480.00	5,760	3,859
4.00	32.00	160.00	640.00	7,680	5,064
5.00	40.00	200.00	800.00	9,600	6,442
6.00	48.00	240.00	960.00	11,520	7,781
7.00	56.00	280.00	1,120.00	13,440	9,004
8.00	64.00	320.00	1,280.00	15,360	10,291
9.00	72.00	360.00	1,440.00	17,280	11,577
10.00	80.00	400.00	1,600.00	19,200	12,864

*Although it is not a true picture in each instance, the overall average deductions from salaries will be about 1/3 of gross income. This is the percentage used to figure this chart. Deductions include social security, federal income tax, state income tax, sales tax, personal tax, gasoline tax, automobile tags, property tax, health plan, etc.

River City High School Guidance Services
COMMUNITY RESOURCE GUIDE

Job Family: Promotion/and Direct Contact/Sales Index: A

Occupation: Agriculture Business Index: A.1

(See cassette listing)

Reading References:

1. Occupational Outlook Handbook, pages 130-132, 144-151, 218-243, 297
2. Job Guide for Young Workers
3. D.O.T.
4. View Cards
5.
6.

Some of the establishments which hire people in this job family:

1.
2.
3.
4.
5.
6.
7.
8.

These community people have been contacted and are willing to act as resource people for individual discussion or for classroom activities:

	Name	Occupation	Phone	Date of Last Contact
1.				
2.				
3.				
4.				
5.				
6.				
7.				

These school faculty have been contacted and are willing to act as resource people for individual discussion:

1.
2.
3.
4.
5.
6.

Courses in our school that are valuable for this occupation:

1.
2.
3.
4.
5.
6.

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River City High School Guidance Services
PERSONAL PLANNING RECORD SHEET

Name____________________ Date____________________

GRADUATION REQUIREMENTS

English	Units	Math	Units	Social Studies	Units	Natural Science	Units	Other	Units

10TH GRADE COURSES

English	Units	Math	Units	Social Studies	Units	Natural Science	Units	Other	Units

Extra-Curricular 1.________________ 2.________________ 3.________________

11TH GRADE COURSES

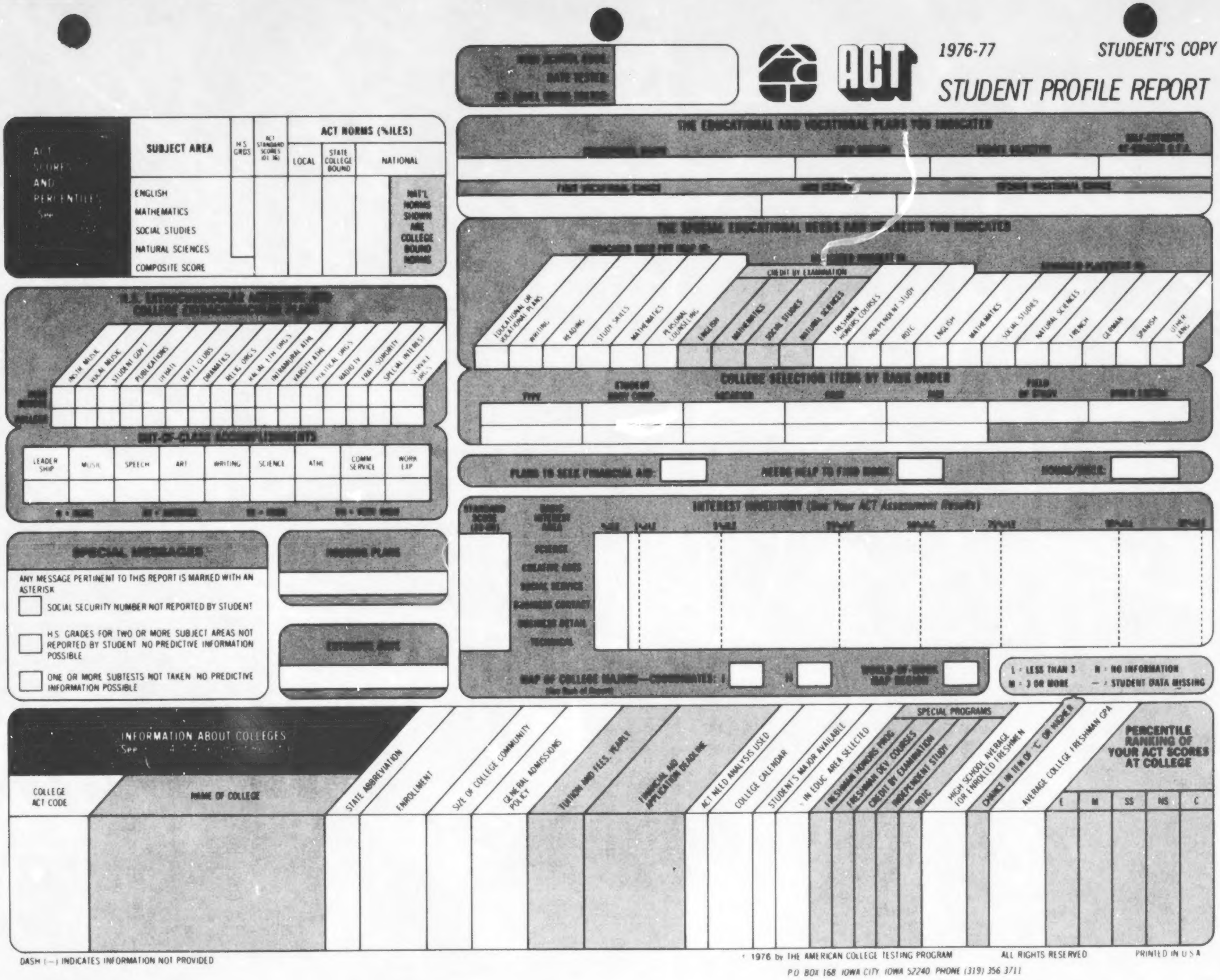
Extra-Curricular 1.________________ 2.________________ 3.________________

12TH GRADE COURSES

Extra-Curricular 1.________________ 2.________________ 3.________________

TENTATIVE LONG RANGE PLANS:

COUNSELOR____________________________



1976-77 STUDENT'S COPY

STUDENT PROFILE REPORT

HIGH SCHOOL CODE:
DATE TESTED:
[illegible]

THE EDUCATIONAL AND VOCATIONAL PLANS YOU INDICATED

[illegible] | [illegible] | [illegible] | SELF-ESTIMATE OF COLLEGE G.P.A.

FIRST VOCATIONAL CHOICE | [illegible] | SECOND VOCATIONAL CHOICE

ACT SCORES AND PERCENTILES (See [illegible])	SUBJECT AREA	H.S. GRDS	ACT STANDARD SCORES (01-36)	ACT NORMS (%ILES) LOCAL	STATE COLLEGE BOUND	NATIONAL
	ENGLISH					NAT'L NORMS SHOWN ARE COLLEGE BOUND NORMS
	MATHEMATICS					
	SOCIAL STUDIES					
	NATURAL SCIENCES					
	COMPOSITE SCORE					

THE SPECIAL EDUCATIONAL NEEDS AND INTERESTS YOU INDICATED

INDICATED NEED FOR HELP IN: EDUCATIONAL OR VOCATIONAL PLANS, WRITING, READING, STUDY SKILLS, MATHEMATICS, PERSONAL COUNSELING

INTERESTED IN: CREDIT BY EXAMINATION (ENGLISH, MATHEMATICS, SOCIAL STUDIES, NATURAL SCIENCES), FRESHMAN HONORS COURSES, INDEPENDENT STUDY, ROTC

ADVANCED PLACEMENT IN: ENGLISH, MATHEMATICS, SOCIAL STUDIES, NATURAL SCIENCES, FRENCH, GERMAN, SPANISH, OTHER LANG

H.S. EXTRACURRICULAR ACTIVITIES AND COLLEGE EXTRACURRICULAR PLANS

INSTR MUSIC, VOCAL MUSIC, STUDENT GOV'T, PUBLICATIONS, DEBATE, DEPT'L CLUBS, DRAMATICS, RELIG ORGS, RACIAL ETH ORGS, INTRAMURAL ATHL, VARSITY ATHL, POLITICAL ORGS, RADIO-TV, FRAT SORORITY, SPECIAL INTEREST, SERVICE ORGS

HIGH SCHOOL
COLLEGE

OUT-OF-CLASS ACCOMPLISHMENTS

LEADERSHIP	MUSIC	SPEECH	ART	WRITING	SCIENCE	ATHL	COMM SERVICE	WORK EXP

[illegible]

COLLEGE SELECTION ITEMS BY RANK ORDER

TYPE | STUDENT BODY COMP. | LOCATION | [illegible] | [illegible] | FIELD OF STUDY | [illegible]

PLANS TO SEEK FINANCIAL AID: ☐ NEEDS HELP TO FIND WORK: ☐ HOURS/WEEK: ☐

SPECIAL MESSAGES

ANY MESSAGE PERTINENT TO THIS REPORT IS MARKED WITH AN ASTERISK

☐ SOCIAL SECURITY NUMBER NOT REPORTED BY STUDENT

☐ H.S. GRADES FOR TWO OR MORE SUBJECT AREAS NOT REPORTED BY STUDENT NO PREDICTIVE INFORMATION POSSIBLE

☐ ONE OR MORE SUBTESTS NOT TAKEN NO PREDICTIVE INFORMATION POSSIBLE

HOUSING PLANS

[illegible]

INTEREST INVENTORY (See Your ACT Assessment Results)

STANDARD SCORE [illegible] | BASIC INTEREST AREA

SCIENCE
CREATIVE ARTS
SOCIAL SERVICE
BUSINESS CONTACT
BUSINESS DETAIL
TECHNICAL

MAP OF COLLEGE MAJORS—COORDINATES: I ☐ II ☐ WORLD-OF-WORK MAP REGION ☐
(See Back of Report)

L = LESS THAN 3 N = NO INFORMATION
M = 3 OR MORE — = STUDENT DATA MISSING

INFORMATION ABOUT COLLEGES
(See [illegible])

COLLEGE ACT CODE	NAME OF COLLEGE	STATE ABBREVIATION	ENROLLMENT	SIZE OF COLLEGE COMMUNITY	GENERAL ADMISSIONS POLICY	TUITION AND FEES, YEARLY	FINANCIAL AID APPLICATION DEADLINE	ACT NEED ANALYSIS USED	COLLEGE CALENDAR	STUDENT'S MAJOR AVAILABLE	IN EDUC AREA SELECTED	SPECIAL PROGRAMS: FRESHMAN HONORS PROG.	FRESHMAN DEV. COURSES	CREDIT BY EXAMINATION	INDEPENDENT STUDY	ROTC	HIGH SCHOOL AVERAGE FOR ENROLLED FRESHMEN	CHANCE IN 10 OF "C" OR HIGHER	AVERAGE COLLEGE FRESHMAN GPA	PERCENTILE RANKING OF YOUR ACT SCORES AT COLLEGE: E	M	SS	NS	C

DASH (—) INDICATES INFORMATION NOT PROVIDED

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P.O. BOX 168 IOWA CITY IOWA 52240 PHONE (319) 356-3711

Appendix 17

ACT Research Services

ACT HIGH SCHOOL PROFILE REPORT, 1975-76

Table of Contents

This report is for your students who completed the ACT Assessment during the first four national test dates of the 1975-76 test year. Assistance in understanding this report and applying the results at your school is provided in the publication *Your College-Bound Students: Interpretive Guide to the ACT High School Profile Service.*

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Table 6.2 Within-State Institutional Preferences Listed According to the Number of Times Selected Choice 1 20
Table 6.3 States Where the Students Plan to Attend College 21

A C T HIGH SCHOOL PROFILE   STUDENTS TESTED 1975-76 SCHOOL YEAR

RIVER CITY HIGH SCHOOL   PAGE - 1

SUMMARY OF COLLEGE-BOUND STUDENTS

OF THIS GROUP OF 000318 STUDENTS, 11% FELT THEIR HS EDUCATION WAS EXCELLENT, 46% FELT IT WAS GOOD, 29% FELT IT WAS AVERAGE, 06% FELT IT WAS BELOW AVERAGE, AND 08% FELT IT WAS VERY INADEQUATE. FOR VARIOUS ASPECTS OF THEIR HIGH SCHOOL, THE PERCENTAGES OF STUDENTS SATISFIED AND DISSATISFIED, RESPECTIVELY, WERE AS FOLLOWS: INSTRUCTION - 54%, 16%; COURSE OFFERINGS - 54%, 29%; GRADING - 47%, 21%; TESTS - 47%, 13%; GUIDANCE - 51%, 23%; SCHOOL POLICIES - 34%, 40%; LIBRARY FACILITIES - 51%, 23%; LABORATORIES - 40%, 20%; SPECIAL NEED ASSISTANCE - 24%, 26%; GIFTED STUDENT ASSISTANCE - 35%, 23%; AND ADEQUACY OF PROGRAMS IN CAREER EDUCATION AND PLANNING - 33%, 30%.

THE TYPICAL STUDENT IN THIS GROUP HAD AN ACT COMPOSITE SCORE OF 18.8 (GROUP MEAN) AND AN HSA OF 3.0. THESE COMPARE TO NATIONAL AVERAGES FOR COLLEGE-BOUND STUDENTS OF 18.3 AND 2.9, RESPECTIVELY. AT THE TIME OF TESTING, THE STUDENT THOUGHT HE OR SHE WOULD OBTAIN A FIRST-YEAR COLLEGE GPA OF ABOUT 2.8.

THIS GROUP CONSISTED OF 000140 MEN AND 000178 WOMEN. A TOTAL OF 30% WERE "VERY SURE" OF THEIR EDUCATIONAL MAJOR, WHILE 47% WERE "FAIRLY SURE." A TOTAL OF 44% ASPIRED TO A BACHELOR'S DEGREE WHILE 32% ASPIRED TO AT LEAST SOME GRADUATE SCHOOL OR A PROFESSIONAL DEGREE. THE MOST TYPICALLY PLANNED EDUC MAJOR AND FIRST VOCATIONAL CHOICE WERE BUSINESS & COMMERCE AND HEALTH PROFESSIONS, RESPECTIVELY.

THE WITHIN-STATE INSTITUTION WHERE THE LARGEST NUMBER OF YOUR STUDENTS SENT ACT SCORES WAS MIDSTATE UNIVERSITY. CONCERNING THE SEVEN COLLEGE-CHOICE FACTORS, THE PERCENTAGE OF TIME EACH WAS CHOSEN AS "MOST IMPORTANT" WAS: INSTITUTIONAL TYPE - 10%, STUDENT-BODY COMPOSITION - 02%, LOCATION - 18%, COST - 17%, SIZE - 01%, FIELD OF STUDY - 49%, AND OTHER - 05%. 15% OF THE STUDENTS PLANNED TO GO TO AN OUT-OF-STATE COLLEGE.

NEED FOR SPECIAL HELP IN COLLEGE WAS EXPRESSED AS FOLLOWS: EDUC AND VOC PLANS - 51%, WRITING - 29%, READING - 33%, STUDY SKILLS - 40%, MATH - 49%, AND PERSONAL COUNSELING - 32%. A TOTAL OF 39% EXPRESSED INTEREST IN INDEPENDENT STUDY, 21% IN HONORS COURSES, 25% IN FOREIGN STUDY, AND 47% IN SOME KIND OF ADVANCED PLACEMENT. EXPECTATIONS OF WORKING AT A JOB DURING THE SCHOOL YEAR AND EXPRESSING NEED FOR HELP IN FINDING A SCHOOL-YEAR JOB WERE HELD BY 64% OF THE STUDENTS. ALSO 67% EXPECTED TO APPLY FOR FINANCIAL AID.

THE EXTRACURRICULAR AREA WHERE THE MOST STUDENTS (31%) PARTICIPATED IN HIGH SCHOOL AND ALSO HAD SIMILAR PLANS FOR COLLEGE WAS INTRAMURAL ATHLETICS. THE AREA WHERE THE MOST STUDENTS (24%) PARTICIPATED IN HIGH SCHOOL BUT HAD NO SIMILAR PLANS FOR COLLEGE WAS VARSITY ATHLETICS. THE AVERAGE NUMBER OF HIGH SCHOOL OUT-OF-CLASS ACCOMPLISHMENTS, OUT OF SEVEN LISTED FOR EACH OF NINE AREAS WAS: LEADERSHIP - 1.9, MUSIC - 2.2, SPEECH - 1.1, ART - 1.0, WRITING - 1.1, SCIENCE - 0.4, ATHLETICS - 3.0, COMMUNITY SERVICE - 1.3, AND WORK EXPERIENCE - 2.3.

Appendix 19.1

1977-78 EDITION

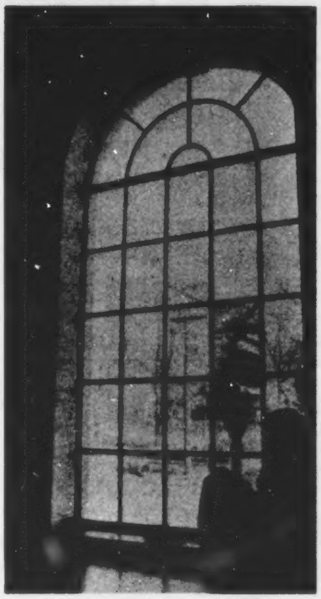
THE College Planning/Search Book

DO YOU NEED HELP WITH COLLEGE PLANS?

The *College Planning/Search Book* is a comprehensive up-to-date guide containing detailed information about more than 2,700 2-year and 4-year colleges. It combines a sensible step-by-step approach to the college planning process with practical, easy to use admissions and scholarship information.

The *College Planning/Search Book* helps students work through the key steps in choosing a college. Lists of basic facts about different kinds of colleges enable students to identify their needs and preferences. Checklists and work-sheets are provided so that students may organize their ideas while they search for colleges that meet their needs.

The *College Planning/Search Book* contains two "college search" sections—for 2-year and 4-year institutions—which allow students to investigate and compare specific facts about more than 2,700 colleges. These search sections include the following kinds of information:



a guide for students,
parents,
and counselors

1. Admissions Information
   - Degree of selectivity
   - Application deadlines
   - Early and deferred admissions
   - Tests recommended or required
2. Cost and Financial Aid Information
   - Resident and nonresident tuition, fees, room, and board
   - Financial aid deadlines
3. Institutional Characteristics
   - Size
   - Public or private
   - Religious affiliation
   - Size of community
   - Degrees offered
   - ROTC
4. Characteristics of the Student Body
5. Majors Available and Percent of Students in 12 Areas of Study at 4-Year Colleges
6. College Transfer and Career Programs Available at 2-Year Colleges

The *College Planning/Search Book* also provides a convenient log for students to keep track of each step in the college admissions process.

TO ORDER THE COLLEGE PLANNING/SEARCH BOOK

Send your name and address with a check or money order for $5.00 payable to ACT to:

The College Planning/Search Book
The American College Testing Program
P.O. Box 808
Iowa City, Iowa 52240

Appendix 19.2

College Planning/Search Book

STEPS IN COLLEGE PLANNING

Where are you in your college planning process? Just beginning to think about college? Ready to make some decisions? Wherever you are now, the steps listed below can help you organize and review your thinking.

Read through the steps. Check off the ones you've completed; circle those that still need attention. You'll find information, suggestions, and worksheets in this book to help with each step. The suggestions about when to begin can help you keep an eye on the calendar.

What to do		**General guide to when to begin**
Stage 1:	Identifying What You Want from College	
Step 1	*Map out your own reasons and goals for going to college.* What do you hope to gain? What factors are influencing you—family? friends? your own goals? What learning opportunities do you want? What are your ideas about your life and career directions? How is college related to your goals?	September-March of junior year. Talk with your parents, teachers, and friends. Meet with your counselor.
Step 2	*Identify factors important to you in deciding which college to attend.* Two-year or 4-year? Size? Cost? Location? Financial aid? What kind of academic standards do you prefer? What kind of campus atmosphere? What areas of study interest you?	January-March of junior year. Learn about your state aid plan and other sources of financial aid.
Stage 2:	Finding Colleges That Have What You Want	
Step 3	*Develop a list of colleges that may meet your needs.* Zero in on colleges that fit your key factors.	March-May of junior year. Take the ACT or SAT now? Identify promising colleges. Note deadlines.
Stage 3:	Comparing Colleges	
Step 4	*Collect information about colleges on your "promising list."* What information do you need? How can you get it?	April-August of junior year. Read, talk, listen, visit.
Step 5	*Compare the colleges, weighing the pros and cons for each.* Which ones look best in the areas most important to you?	August-December of senior year. Organize information so you can make useful comparisons.
Follow-through		
Step 6	*Apply to your "choice" colleges.* How many? What application materials and forms do you need? What are the deadlines?	September-November of senior year. Visit and apply to colleges. Watch deadlines carefully.
Step 7	*Apply for financial aid.* Are you likely to be eligible? Where should you apply? What materials and forms are necessary? What are the deadlines?	October-February of senior year. Determine when you should submit BEOG application and need analysis forms. Get everything in on time.
Step 8	*Keep rethinking your goals and plans and weighing your options as you follow through to making a final choice. Get yourself ready for your college.*	November-August of senior year. Make decisions and complete final steps.

Don't wait until your senior year to begin making plans; on the other hand, don't make your decisions before you've considered all the options. This schedule will help you search carefully for the best college opportunities. It should also help you stay ahead of key deadlines. If you find you are behind schedule, talk with your counselor and try to accelerate your work on some of the steps. A year of college can cost you up to $10,000-$15,000, so don't jump in without doing some careful thinking.

Appendix 20.1

MISSOURI STUDENT NEEDS SURVEY
TEACHER SECTION

Name of School______________________________

DIRECTIONS: Considering the programs within your school respond to each item by marking the appropriate space in the columns provided.

	Yes	No
1. Do you assist pupils to review and interpret their own records periodically?	○	○
2. Do you provide units on occupations within your classes?	○	○
3. Do you confer with administrators about pupils who need special attention?	○	○
4. Do you confer with counselors about pupils who need special attention?	○	○
5. Do you feel that administrators provide necessary services and feedback to you concerning students' needs?	○	○
6. Do you feel that counselors provide necessary services and feedback to you concerning students' needs?	○	○
7. Does the school have a definite plan for placing students in learning activities, within the school and community, in accordance with individual abilities, interests, and needs?	○	○
8. Do you use information available through the guidance services to learn more about the pupils in your classes?	○	○
9. Does the school use follow-up data for reorganizing and reviewing the curriculum at regular intervals?	○	○
10. Have you sought out student information and evaluation of your classes?	○	○
11. Do you modify your instructional materials and techniques each semester to meet the needs of students?	○	○
12. Would you be willing to teach short mini courses to small groups of students?	○	○
13. Do you personally talk with students about careers and future planning?	○	○
14. Do you personally talk with students about careers in your area of specialization?	○	○
15. Do you give students information about college and/or vocational schools in your area of specialization?	○	○
16. Do you personally encourage students who show career interest in your area to study occupational materials?	○	○
17. Do you refer students who need assistance to the counselor or some other specialist?	○	○
18. Do you personally use test results to plan or modify your teaching?	○	○
19. Do you personally help administer the standardized tests given in your school?	○	○
20. Do you feel the school's regulations permit you the flexibility necessary to meet the needs of students?	○	○
21. Do you personally talk with parents about their child who may need help, encouragement, understanding, etc?	○	○
22. Do you personally feel that your classes are related to the needs of the students who take them?	○	○
23. Is there a need for more vocational and technical course offerings in the curriculum to meet the needs of the non-college bound student?	○	○
24. Do you feel the counselors are allowed sufficient time to work with students as they should?	○	○
25. Do you personally feel that there is a need for a revision of the courses required for graduation?	○	○
26. Do you feel that there is sufficient interaction and communication between teachers and counselors regarding students?	○	○

MISSOURI STUDENT NEEDS SURVEY

PARENTS SECTION

SCHOOL ______________________________

Please mark the grade of your son or daughter. 9 ○ 10 ○ 11 ○ 12 ○

Please answer these items "yes", "?", or "no". We would prefer that you not consult your high school age son or daughter when completing this form. This is your opinion.

Yes ? No

1. I feel my child needs considerable help with his future educational and vocational plans. ○○○

2. If my son/daughter needed help in trying to decide on a career or area of study for a vocation, I would like for him to seek help from the following people: (Rate each response.)
   - a. counselor ○○○
   - b. other school personnel (teachers, administrators, etc.) ○○○
   - c. relative ○○○
   - d. other ○○○

3. My son or daughter receives necessary information regarding trade, vocational, or college training. ○○○

4. My child receives the necessary information about himself/herself related to future educational and vocational planning. ○○○

5. Has the school counselor helped your child to examine his abilities, personality traits and interests as they may pertain to his future plans? ○○○

6. The counselor has assisted my child on how to make decisions in pursuit of his goals. ○○○

7. Has the school provided you an opportunity to discuss the educational plans of your child? ○○○

8. There is a definite need for the school to provide more information to the parents concerning plans related to their child. ○○○

9. Have you been adequately informed regarding the Guidance program in your local school? ○○○

10. The counselor works closely with my child in developing his confidence to relate effectively to the school and other students. ○○○

11. If my child had a personal problem that was of real concern to him, I would like for him to seek help from the following people: (Rate each response.)

Yes ? No
   - a. counselor ○○○
   - b. other school personnel (teachers, administrators, etc.) ○○○
   - c. relative ○○○
   - d. other ○○○

12. I feel my child has to fit into a certain slot in the school program and has very little freedom to select a course of study of his own choosing. ○○○

13. Graduation requirements should be changed to meet the individual needs of students. ○○○

14. The curriculum offerings in the school seem relevant to the needs of the individual student. ○○○

15. Most of the teachers are doing an excellent job in making their classes as meaningful as possible for the students. ○○○

16. The teachers do all they can to relate their classes to the needs of my child in relation to his future plans. ○○○

17. There appears to be mutual trust and confidence between students and teachers. ○○○

18. The teachers seem to work closely in helping my child to develop confidence in being able to relate effectively to the school and other students. ○○○

19. My child looks forward to going to school each day. ○○○

20. The school doesn't seem to care about the students. ○○○

21. Many of the classes being taught in Math-English-Social Studies, etc., seem to be irrelevant to the current needs of my son or daughter. ○○○

22. It seems my child has to take many classes which are of no possible use to him. ○○○

Appendix 20.3

MISSOURI STUDENT NEEDS SURVE
EMPLOYERS SECTION

Name of School ____________________________________

Please indicate in space below the nature of your business. (Hospital, Restaurant, Men's Clothing, Supermarket, etc.) ______________________________

Please indicate your position. (Owner, Manager, Foreman, etc.) ______________

Please answer Yes or No to each statement given below. Use the column marked N.A. (Not Apply) only if the question does not in any way apply to your type of business. Use attached sheet for comments you feel are necessary.

	YES	NO	NA
1. Is the instruction provided in the school related to the needs of the students for success on the job with your firm or company?	○	○	○
2. Do the jobs held by students or recent graduates in your organization offer a chance for promotion or advancement?	○	○	○
3. Is there a need for the student to have a more thorough general education in terms of basic Math, English usage, etc?	○	○	○
4. Are the student employees in your organization adequately prepared to do the job for which they were hired? If not, please comment on attached sheet	○	○	○
5. Would you prefer that a student receive specialized training at the high school level for employment in your organization, rather than a basic general education?	○	○	○
6. Does the high school student have respect for fellow employees?	○	○	○
7. Does the high school student have respect for supervisory personnel?	○	○	○
8. Do student employees have good work attitudes and work habits? Comment if necessary	○	○	○
9. Is grooming and personal appearance among school age employees important to your firm or company? If so, how? Use attached sheet for comments	○	○	○
10. Are hair styles and dress major factors to be considered when hiring female employees?	○	○	○
11. Are hair styles and dress major factors to be considered when hiring male employees?	○	○	○
12. Are high school students willing to accept responsibility readily?	○	○	○
13. Do the high school students have the necessary competencies to correctly fill out job application forms accurately and completely?	○	○	○
14. Should the high school student receive more training and instruction regarding punctuality, reliability, accuracy, etc?	○	○	○
15. Is the training received at the high school level related to existing career opportunities that offer possible promotion and advancement?	○	○	○
16. Have you ever been consulted concerning the training, skills, attitudes, etc., which should be taught in high school to make youth better employees?	○	○	○
17. Do you feel that business and industry should be contacted concerning the type of training provided?	○	○	○
18. Would you as a representative of your firm be willing to serve on an advisory committee concerning the needs of youth in your community relating to training received in business education, trade and industrial, agriculture, etc?	○	○	○
19. In general, do the students who you interview or employ seem to want to do the type of work for which they are applying?	○	○	○
20. In general, do the students who you employ seem to want to engage in the activities required for success in your company?	○	○	○
21. Do the students have a realistic concept of what is required of a beginner in the job for which they are applying?	○	○	○
22. Most who apply seem reasonably well prepared for entry level employment and we employ them as openings occur	○	○	○
23. We have employed a number, but find they need additional education and/or training before they perform satisfactorily	○	○	○
24. We have found it inadvisable to employ them except for unskilled jobs	○	○	○
25. The nature of most entry jobs in our firms is such that they are virtually unemployable because of a lack of occupational education and training	○	○	○